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ABSTRACT

This paper summarizes the history, philosophy, and recruitment methodology of the American Psychological Association (APA) Minority Fellowship Program. The aim of the program is participation by ethnic minorities in the development of psychology, both as a practicing art and as a science. The APA received a training grant to provide fellowship stipends to ethnic minority students eligible for or attending graduate programs leading to a Ph.D. in psychology. From 1974 through 1977, stipend awards were made to 115 students from 44 institutions. In most cases, student support was cost-shared by the institution. Evidence suggests that even though minority admission is increasing, there continues to be a need to modify existing standards for optimal success of the program. Special student recruitment efforts must be considered; modified interpretation or exclusion of GRE scores for other predictive information is desirable; a support system consisting of a critical mass of ethnic minority students and faculty members is needed; and there must be a modification of the curriculum so as to include other perspectives and assumptions. The document lists the names of the Fellows, their institutions, and their career goals. An appendix contains the program's policies and application procedures. (Author/JK)

Ethnicity And Bicultural Considerations In Psychology: Meeting The Needs Of Ethnic Minorities

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Summer, 1977
Washington, D.C.

The American Psychological Association
1977

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PREFACE

In the face of declining minority representation in the field of psychology, the Center for Minority Group Mental Health Programs, NIMH, awarded the American Psychological Association a six-year grant (#5T01MH13833) to increase the number of ethnic minorities in psychology. The American Psychological Association supplements this grant each year by underwriting certain personnel, administrative, and service costs. At its inception, the APA Minority Fellowship Program established the goal of increasing the ethnic minority representation in the profession of psychology. This was to be accomplished principally through the awarding of fellowship stipends to select ethnic and bi-cultural individuals pursuing the doctorate in psychology. Additionally, the design of our program included strategies for impacting on institutional change -- within the APA Central Office and academic institutions. During the course of three academic years we have made stipend awards to 115 students from 44 institutions. In most cases, these institutions are cost-sharing the students' support with APA by granting remission of tuition and fees. Many also pay a portion of the maintenance stipend. It is our hope that these 115 students will provide substantial leadership in bringing a greater degree of concern and focus on cultural diversity to the profession of psychology. Our selection criteria were designed to emphasize leadership potential and sensitivity to ethnic minority concerns -- these considerations are deemed as important as merely increasing the numbers. The students in this program represent all of the conceptual areas in psychology and have committed themselves to research and service delivery functions that are oriented toward ethnic minority concerns and cultural diversity. The difficulty students encounter in their commitment to these concerns in traditional academic settings is reflected in the absence of these issues in the curriculum or their inability to find faculty members who are willing to help them with research interests focused on problem-solving or understanding of ethnic minority and bicultural conditions. In making site visits to the 44 institutions in which the APA Fellows are enrolled, advisory committee members endeavor to address these issues with the hope of achieving some degree of remedy. This publication represents a three year (1974-1977) summary of the programmatic initiatives of the APA Minority Fellowship Program, and will hopefully contribute to a more favorable national climate for affirmative action. The aura of the Bakke case and its charge of "reverse discrimination" makes this effort most timely.

It is difficult to acknowledge the participation of all the individuals who contributed to the development and progress of this program, so I shall begin by apologizing for any omissions.

The idea of a Minority Fellowship Program in psychology was conceived and presented to the American Psychological Association by members of the staff of the Center for Minority Group Mental Health Programs, NIMH. We are therefore, deeply indebted to Dr. James Ralph, Dr. Mary Harper, Dr. Richard Lopez and Dr. Willie Williams for our birth and sustenance. To Dr. Kenneth Little, Dr. Al Boneau, Dr. Charles Kiesler, Dr. Ron Kurz and Ms. Jan Woodring of the APA Central Office, we wish to thank for their involvement and support of the idea and its implementation. We owe a very special thanks to the members of the Advisory Committee and department chairpersons and graduate admissions persons in institutions where we have Fellows enrolled. Ms. Dorothy Greer and Ms. Margaret Cunningham of the Program staff, played important roles in the administration and implementation of the Program. To them, my heartfelt thanks. Finally, I would like to give special recognition to APA Fellow Ms. Harriett McCombs for the photographs included in this publication.

DAT
Washington, D.C.
July, 1977

FOREWORD

Reflect for a moment, if you will, on the commonly used expression "All things being equal..." Imagine a society, if you possibly can, that has no individual or social differences! Psychologists know (or should know) the dangers and difficulties of assuming all things are equal in human factors. Their training and research have typically involved great pains to find appropriate methodology and rationale to control and overcome factors operating to confound and diminish the credibility of their experiments. In other words, psychologists know all too well that all things are never quite as equal as they would like in an experiment and more importantly as human factors operate in the real world.

In spite of the above, however, social scientists, including psychologists, somehow overlook the fact that very important assumptions about equality and access control the very make-up of their professional ranks. That many professionals continue to remain myopic about the validity of these assumptions is testified to by the fact that although non-white minorities in the U.S. have numbered about 25% of the nation's population, the number of trained psychologists who are non-white is only about 6.4% of the 61,000 psychologists in the U.S. Further, in the area of minority graduate education, specifically psychology Ph.D. programs, one can safely say that all things are not equal! Data collected by the APA Education and Training Office from those institutions with accredited psychology doctoral programs reveal underrepresentation of minority students and faculty members, or 4.5% of the total number of students and 3.2% of the total faculty.

This report of the APA Minority Fellowship Program which is supported by the National Institute of Mental Health Center for Minority Group Mental Health Programs, and is an intervention process by the American Psychological Association to raise the number of minority Ph.D.'s in psychology, provides very encouraging lessons. The results to date justify very important conclusions about developing more effective recruitment, screening, and training procedures and objectives in graduate education. This vital report indicates what a systematic, action program, even with less than grandiose funding can accomplish to effect definite objectives. The Program's 115 Fellows and their sound achievement at 44 of the nation's leading universities attest strongly to the large pool of minority applicants available to this nation. Going beyond minority status alone, the Program has selected Fellows who show the capacity not only to fulfill Ph.D. requirements but also have the drive and desire to provide psychological services for their peoples.

I commend the selfless and devoted work of those who have served on APA's Board of Directors, including Dr. Charles Kiesler, APA's Executive Officer, who have given their full support to the Program. Also, I wish to recognize the very talented and painstaking work of Dr. Dalmas Taylor and his staff, who developed much of the details of the Program and whose leadership implemented words and policies into successful accomplishment.

Albert H. Yee, Chairman
Minority Fellowship Program
Advisory Committee

July 1977

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9. Distribution of Number of Stipends Awarded and Amount of Monetary Assistance by Ethnicity, 1977/78.

Table 1. MINORITY GROUP STUDENTS, FACULTY MEMBERS AND ESTIMATED U.S. POPULATION

Minority Group	No. of students	% of total students	Estimated U.S. population	% of U.S. population	No. of faculty	% of total faculty
Black	97	2.5	22,420,000	11.2	21	2.01
Chinese	30	.77	264,000	.13	0	0
Filipino	7	.18	183,000	.10	1	.09
Japanese	11	.29	528,000	.26	4	.38
American Indian	0	0	610,000	.30	3	.28
Spanish American	28	.72	9,200,000	4.5	5	.48
Chicano	6				2	
Cuban	3				1	
Puerto Rican	19				2	
Total	173	4.5	33,205,000	16.5	34	3.2

Table 2. DISTRIBUTION OF GRADUATE STUDENTS IN DEPARTMENTS WITH APPROVED PROGRAMS IN CLINICAL, COUNSELING, AND SCHOOL PSYCHOLOGY

1972-76

		Black	White	Hispanic	Other(a)	Total
1972-73	Clinical---------	4.69	91.31	N/A*	4.00	10,037
	Counseling-------	5.27	88.19	1.56	4.98	2,694
	School-----------	2.11	93.31	1.06	3.52	284
1973-74	Clinical---------	5.01	89.49	1.67	3.83	10,645
	Counseling-------	5.39	89.49	1.74	3.38	2,131
	School-----------	1.88	93.12	2.19	2.81	320
1974-75	Clinical---------	5.52	89.72	0.91	3.85	12,053
	Counseling-------	7.63	87.60	2.09	2.68	3,354
	School-----------	3.68	92.64	1.48	2.20	543
1975-76	Clinical---------	5.75	88.59	1.79	3.87	11,651
	Counseling-------	6.55	87.16	2.91	3.38	3,161
	School-----------	6.67	89.95	1.60	1.78	1,124

Note: All figures, except the total, are expressed as a percentage of the respective total shown in the last column.

(a) includes Native American, Oriental and foreign graduate students.

*Not Available

Table 3. SOCIAL SCIENCE DOCTORATES AWARDED TO U.S. CITIZENS BY ETHNICITY AND DISCIPLINE, 1975-76

Discipline	Total Doctorates	Black	American Indian	Chicano	Puerto Rican	Asian American	Total Minorities
Sociology	556	24	3	6	2	5	40
Other*	692	30	5	4	-	7	46
Psychology	2,537	75	12	21	10	13	131
Political Science	619	16	1	6	3	4	30
Anthropology	344	5	-	3	-	1	9
Economics	628	9	2	2	1	6	20
Total Social Sciences	5,386	159	23	42	16	36	276

Source: Commission on Human Resources, National Research Council, 7-16-76 Printout. Compiled by Lucy W. Sells, Executive Specialist for Minorities and Women, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036. (202) 833-3410.

* "Other" social sciences include: communications, econometrics, statistics, geography, area studies, international relations, urban and regional planning, social science, general, and social science, other.

Table 4. DISTRIBUTION OF APPLICANTS BY SEX AND ETHNICITY
(1975/1976)

ETHNIC IDENTIFICATION	MALES		FEMALES		TOTAL*	
	N	%	N	%	N	%
Black	145	29	185	37	330	66
Spanish speaking/ Spanish surname	71	14.2	41	8.2	112	22.4
Asian-American	30	6	20	4	50	10
Native-American	7	1.4	1	.2	8	1.6
TOTAL	253	50.6%	247	49.4%	500	

Table 5. DISTRIBUTION OF NUMBER OF STIPENDS AWARDED AND AMOUNT OF MONETARY ASSISTANCE BY ETHNICITY (1975/1976)

ETHNIC IDENTIFICATION		N				
	MALE	FEMALE	TOTAL	% OF STIPENDS	AVERAGE STIPEND AWARDED	% OF MONETARY ASSISTANCE
Black	1	12	13	54.20	$41,900	49.00
Spanish speaking/ Spanish surname	2	4	6	25.00	22,400	26.20
Asian-American	1	1	2	8.30	10,800	12.60
Native American	-	3	3	12.50	10,400	12.20
TOTAL	4	20	24	100.00	$85,500	100.00

Table 6. DISTRIBUTION OF APPLICANTS BY SEX AND ETHNICITY
(1976/1977)

ETHNIC IDENTIFICATION	MALES		FEMALES		TOTAL*	
	N	%	N	%	N	%
Black	149	28.82	230	44.49	379	73.31
Spanish speaking/ Spanish Surname	46	8.90	36	6.96	82	15.86
Asian-American	20	3.87	20	3.87	40	7.74
Native-American	3	.58	5	.97	8	1.55
Other	4	.77	4	.77	8	1.55
TOTAL	222	42.94	295	57.06	517	100.01

*No Information - 54

Table 7. DISTRIBUTION OF NUMBER OF STIPENDS AWARDED AND AMOUNT OF MONETARY ASSISTANCE BY ETHNICITY (1976/1977)

ETHNIC IDENTIFICATION	N			% OF STIPENDS AWARDED	AVERAGE STIPEND AWARDED	% OF MONETARY ASSISTANCE
	MALE	FEMALE	TOTAL			
Black	5	15	23	64.00	$2,195.65	61.00
Spanish speaking/ Spanish Surname	5	1	6	17.00	2,233.33	16.00
Asian-American	-	6	6	17.00	2,750.00	20.00
Native-American	-	1	1	3.00	2,200.00	3.00
TOTAL	10	26	36	101.00	$2,344.74	100.00

Total $ Amount allocated for stipend awards is $82,600.00

Table 8. DISTRIBUTION OF SEX BY ETHNIC GROUP (1977/1978)

ETHNIC GROUP	FEMALES		MALES		TOTAL	
	N	%	N	%	N	%
Black	137	38.27	90	25.14	227	63.41
Spanish-Am	42	11.73	40	11.17	82	22.91
Native Am	1	.28	3	.84	4	1.12
Asian Am	24	6.7	14	3.91	38	10.6
Other	3	.84	4	1.12	7	1.96

N=358

Table 9. DISTRIBUTION OF NUMBER OF STIPENDS AWARDED BY AMOUNT OF MONETARY ASSISTANCE BY ETHNICITY (1977/1978)

ETHNIC IDENTIFICATION	Male N	Female N	TOTAL	% of Stipends Awarded	Average Stipends Awarded	% of Monetary Assistance
Black	7	12	19	37.25	$2,221.00	39.18
Spanish speaking/ Spanish surname	10	11	21	41.18	2,175.00	40.39
Asian-American	2	7	9	17.65	2,166.00	18.11
Native-American	2	-	2	3.92	1,125.00	2.32

INTRODUCTION AND HISTORY OF THE MINORITY FELLOWSHIP PROGRAM

Role of the Center for Minority Group Mental Health Programs

In May, 1969 a group of Black Psychiatrists, headed by Dr. Chester Pierce and Dr. James Comer, held a very decisive meeting, proposing among other things that 1) the National Institute of Mental Health develop a distinct organizational unit to promote the development of mental health programs for minority groups; and 2) that there be developed an NIMH Affirmative Action Plan. The Black Psychiatrists of American forcibly criticized the National Institute of Mental Health and other federal agencies for their failure to work effectively at the elimination of racism within their programs and within the larger society.

A presidential commission had documented the pernicious effects of racism in American society (Kerner, 1968), and the mental health implications of racism appropriately became a critical concern of the National Institute of Mental Health. Dr. Bertrand Brown, NIMH Director, stated publicly that among their highest priorities is a concern for minority group mental health. Additionally, a 1968 joint commission on mental health of children reiterated the mental health implications of racism:

> "Racism is the number one public health problem facing America today. The conscious and unconscious attitudes of superiority which permit and demand that a majority oppress a minority are a clear and present danger to the mental health of all children and their parents." (Committee on Minority Group Children of the Joint Commission on Mental Health of Children, 1968).

Concurrently, social scientists were developing the concept of institutional racism which redirected attention from motivation and intentions and focused primarily on behavioral outcomes. Practices which restrict or prohibit the chances of ethnic minorities from participating in a meaningful way in societal institutions have become the chief target of concern. It is possible then to conclude from these developments that all institutions in the United States are racist, including those in mental health. The implications of that charge is that institutional changes (as opposed to personality or attitude changes) are needed to route out and eliminate racism. Out of these concerns grew the Center for Minority Group Mental Health Programs which has embarked upon a program that defines white racism, and in particular, institutional racism, as a serious threat to the mental health of minorities. Racism has its origin in the white community and in white controlled institutions.

In response to these concerns, the Center for Minority Group Mental Health Programs has implemented a new research and manpower development and training program. The objectives of the program are spelled out in three primary goals.

1. Identification and analysis of the dynamic aspects of institutional racism within mental health and human service institutions.
2. Examinations of the effects of white racism upon the majority population with an emphasis on identifying the deleterious psycho-social consequences.
3. Development of a pool of skilled professionals available to plan and implement programs designed to eliminate racism in institutional settings.

Program-wise, these goals are being implemented via two predominant strategies: (1) Research and (2) Manpower Development and Training.

The American Psychological Association Minority Fellowship Program falls under this latter category (Manpower Development and Training). Specifically, the American Psychological Association, along with four other professional associations, has received a training grant to provide fellowship stipends to ethnic minority students eligible for or attending graduate programs leading to the Ph.D. in psychology. The APA Fellowship Program has received approximately one million dollars from the Center in order to provide financial assistance to ethnic minority individuals for up to $7500 per year for three years of study. It is hoped that these students will subsequently enter professional, research and administrative areas that will allow them to plan, implement and evaluate programs designed to eliminate or critically diminish institutional racism.

The underrepresentation of ethnic minorities in psychology has serious implications for the credibility and utility of developments within the field. Psychology is involved in the advancement and synthesis of information about human and animal behavior. A partial outgrowth of this effort is the promotion of human welfare through educational and social programs. When ethnic minorities are not involved in asking the questions, developing the hypotheses, and interpreting the data, the outcome may be skewed because the entire range of the possible may not be considered. The aim of the Minority Fellowship Program is to support full participation by ethnic minorities in the dynamic development of psychology, both as a practicing art and as a science!

History of the Minority Fellowship Program

Administratively, the Minority Fellowship Program is housed in the central office of the American Psychological Association and is under the direct supervision of the Board of Directors and the Executive Officer. The program began in midyear of fiscal year 1974-75.

The program's structure called for the establishment of a nine person advisory committee that would be knowledgeable and sensitive to issues involved in increasing ethnic minority representation in psychology. These persons were to provide policy guidance for the program as well as engage in the selection of students for stipend awards. In order to provide an appropriate balance of individuals and achieve student representation, the committee was expanded to twelve persons. This committee was selected from among applications submitted to the central office in response to an APA *Monitor* advertisement and other forms of publicity, including personal contact. A twelve person committee was recommended to, and accepted by, the APA Board of Directors. The committee consisted of ten professionals and two students whose backgrounds reflected sensitivity and commitment to the objectives of the program. The first meeting of this committee was held in March, 1975. At that time, the following individuals had been appointed and were serving on the Advisory Committee:

First Appointees to MFP Advisory Committee

One-Year Term 1974 - 75	Two-Year Term 1974 - 76	Three-Year Term 1974 - 77
Dr. Derald Sue	Dr. Nicholas Abeyta	Dr. Carolyn Attneave
Ms. Marlene Echohawk	Dr. Bernadette Gray-Little	Dr. George Jackson
Dr. Gilfred Tanabe	Dr. James B. Parks	Ms. Kumea Shorter
Dr. Carlos Albizu-Miranda	Dr. Charles Thomas	Dr. Amada Padilla

American Psychological Association's Commitment to the Minority Fellowship Program

The program has received tremendous support services from the American Psychological Association. Being situated in the central office of the Association has several major advantages for our efforts. Namely, we have some budgetary support from APA; we have access to the talents, skills, and resources of other central office personnel, boards and committees; and finally, in making site visits to psychology departments, we benefit from the added leverage derived from APA prestige and status. A letter from Dr. Kenneth Little, Executive Officer of APA provides ample evidence of the APA commitment to its Minority Fellowship Program

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Insert letter about here
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Additional evidence of APA's commitment to social justice considerations can be seen in the establishment of a Vendors Project for which businesses having commerce with APA must provide affirmative action data to us. In several instances busi-

April 29, 1974

Dr. Willie Williams
NIMH
5600 Fishers Lane
Rockville, Maryland 20852

Dear Dr. Williams:

This letter provides supplementary information for our application for NIMH support of a Minority Fellowship Training Program in Psychology.

In our discussions during your site visit on April 23, 1974, you requested information regarding the contribution of APA to this project. In addition to the general resources of APA's Central Office and the advice and guidance of our governance boards and committees, we will commit a portion of the time of regular APA employees in the Office of Educational Affairs, the department of the Central Office which will be most closely associated with this project. Specifically, up to 10% of the time of each of two senior staff members, the administrative assistant, and one secretary, all in the Educational Affairs Office will be made available to the proposed project. The total salary equivalent of this contribution will amount to approximately $10,000 during the first year of the project, with appropriate increases in following years to keep pace with increases in salaries. In addition, APA will contribute $15,000 each year towards the salaries of the minority senior staff member who will serve as project coordinator, or his or her supporting staff.

The minority senior staff member will be selected by the APA Board of Directors with advice from minority psychologists' groups such as the National Association of Black Psychologists, the Association of Psychologists for La Raza, and the Asian American Psychologists. We will endeavor to attract a person to the job who has sufficient experience, knowledge and credibility among minority persons and other psychologists to do the best possible job.

The advisory committee will also be selected by the Board of Directors according to the criteria stated in the grant application and in consultation with minority psychologists' groups. The advisory committee will report to the APA Board of Directors and will have a close working relationship with the Educational Affairs Office.

If you need additional information, please feel free to call on me.

Sincerely,

Kenneth B. Little
Executive Officer

cc: Stanley Schneider
Ronald Kurz and Boris Cherney

ness firms have initiated more active plans for hiring minority employees in response to APA efforts. Similarly, the hiring and recruitment practices within the Central Office reflect an active commitment to affirmative action policies and goals. As with many professional organizations over the past decade, APA has developed a growing awareness of the problems of minorities within professional associations and organizations. We have been engaged in systematic exploration of how accreditation criteria might be responsive to these matters. Many of these issues remain in focus through direct involvement of the Minority Fellowship Program with other boards and committees within the APA Central Office.

Philosophy of the Minority Fellowship Program

While it is a fact that tremendous strides have been made by the provision of fiscal support to ethnic minorities seeking professional-level status in psychology, it is important to note that our accomplishments can only be perceived as the tip of a gigantic iceberg, representing substantive, long-range and pervasive changes. These types of changes require a genuine commitment to the responsibility of making provisions for change within institutional structures. The type of changes we perceive that should occur speak directly to the failure to eliminate institutional racism and to promote social welfare and equity for all persons. For the profession of psychology, we are in a position to speak most forcibly. Affirmative action recruitment and modification of curricula should receive top priority by departments of psychology in this country.

The failure of psychology in the United States to attract and retain sufficient numbers of minority/bicultural students is well known and well documented. Boxley and Wagner (1971), for example, presented data on the minority composition of doctoral training programs in clinical psychology that clearly demonstrated the gross underrepresentation of students and faculty of bi-cultural origins (see Table 1). A replication of this survey by Padilla and Wagner, two years later, showed no significant increases in minority faculty members and only very modest gains in the number of minority graduate students. Data collected by the APA Education and Training Office from psychology departments with accredited psychology doctoral programs similarly reveal underrepresentation of minority students and faculty members (see Tables 2 and 3).

The need to increase minority participation in psychology does not stem simply from social justice considerations. While it is obvious that the principles of social equality demand that all racial and ethnic groups should have equal access to doctoral education, it is imperative for psychology to have substantial numbers of well-trained scientists and professionals who are representative of all the subcultural groups which psychology purports to serve. The discipline of psychology attempts to be a major contributor to the enchancement of the human condition. If psychology is to meet its responsibility to society it must attempt to understand all segments of society and to develop methods for alleviating human suffering in all segments of society. If psychology is to escape from its apparent monolithic focus on white middle class society, substantial numbers of minority psychologists need to be trained at the doctoral level.

Affirmative Action Recruitment. The underrepresentation of ethnic minorities throughout the varying conceptual areas of psychology is directly attributable to past discrimination. Minorities were not admitted as students or hired as faculty members in major institutions for many years. The advent of fair employment practices only accomplished an erradication, and in some instances, a relaxation of overt practices of excluding ethnic minorities. However, it soon became clear that the cessation of racially discriminatory practices was not fully effective in remedying inequities of the past. Out of this realization grew desegregation efforts. The distinction being, the ceasing of discriminatory practices is passive whereas to desegregate or integrate an institution requires an active effort. The distinction between these two approaches has produced much division including differences between those political action groups that have traditionally supported the same liberal causes, e.g., the B'nai Brith Anti-Defamation League and the AFL-CIO filed amicus briefs in support of DeFunis' claim of reverse discrimination in the admissions procedures at the University of Washington Law School. The American Hebrew Women's Council, the UAW and the UMWA filed briefs against DeFunis' claim.

In the late 1960's a number of institutions began recruitment campaigns that resulted in the unprecedented admission of large numbers of ethnic minority students. By 1970, 4.4% of the graduate student population in clinical psychology* were ethnic minority students. In 1972 the percentage had increased to 7.3%. This modest but significant increase can, in part, be traced to a commitment by psychology departments to enrollment goals for minorities. For example, one departmental brochure states:

> "We are committed to the goal of admitting a minimum of thirty percent black graduate students in each entering class."

The successful recruitment of ethnic minority students, to some extent, is a direct function of maximizing the number of applications submitted for graduate admissions by individuals from ethnic minority groups. While there has been little agreement regarding the specifics of this approach, a major problem stems from the fact that a large number of ethnic minorities are trained in undergraduate programs that are not on par with departments that house major graduate programs in psychology. This outcome has, in part, led to the practice of establishing special procedures for reviewing and admitting ethnic minority students to graduate school. To leave aside a major argument regarding the fairness or unfairness of this procedure, it nonetheless suffers some of the ill effects reflective of recruitment among majority students. That is, for the most part we have assumed that our quantitative measures reflect a perfect rule of measurement. Given the small amount of variability in quantitative measures like undergraduate grades and Scholastic Aptitude Test scores, and the extremely subjective nature of letters of recommendations and other non-structured materials (i.e. essays), graduate admissions committees have inevitably turned to the Graduate Record Examination scores as a major criterion in the ranking and selection of students. It has become clear, to some, that this process is neither totally adequate for majority nor minority students. The coefficient of predictability for the GRE ranges from .18 to .40 dependent upon the success criterion used (Willingham, 1974). In addition to this overall marginal evidence, the Educational Testing Service has expressed serious reservations about the use of the Graduate Record Examination with "educationally disadvantaged"students:

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* These data are liberal given that greater than 50% of all minorities apply to clinical programs as an expression of their service-oriented interests.

> "One of the consequences of the interaction of poverty, racism, and unequal educational opportunity is the creation of a group of students conventionally described as "educationally disadvantaged." While poverty cuts across racial lines, racism has been a major factor in denying equal educational opportunity to American Indians, Blacks, Mexican-Americans, and Puerto Ricans. Thus, when students from these ethnic groups take tests such as the GRE, questions often arise concerning the interpretation of their test scores. These questions concern educational and career counseling of minority disadvantaged students about their chances of success in a society they view as unresponsive to their aspirations.
>
> Scores on the GRE, as on other tests of this kind, never completely represent the potential of any student. This is especially true for American Indian, Black, Mexican-American and Puerto Rican students whose education experience, in and out of school, has differed significantly from that of the great majority of students. However, it should be borne in mind that tests such as GRE are best conceived of as measures of developed abilities--that is, they reflect the product of cumulative educational experience over a long period of educational growth and development. For the most part, the traditions and experiences of American Indians, Blacks, Mexican-Americans, and Puerto Ricans, have not been influential components of this cumulative education. In effect, the GRE tests can be utilized to indicate the extent of educational damage resulting from unequal educational opportunity as well as for a basis of comparison with other candidates in terms of the elements represented in the tests (1973, pp. 14-15).

The awarding of fellowships to minority students for doctoral study in psychology is aimed directly at one of the major problems encountered by minority students who go to graduate school beyond their financial reach. This has always been so, even in the recent past when financial aid to graduate students was more plentiful than at present. However, there is currently a general decline in fellowships and other financial support for graduate students, regardless of ethnic or racial group identification. This decline has tended to discourage many minority students from applying for graduate study since the prospects for financial aid are marginal. Further, since many have gone through their entire undergraduate careers under almost total financial support, the effect of major cutbacks in graduate support affect such students differentially. Additionally, many graduate schools have cut back on admissions, have decided to take primarily students who can afford to pay their own way, or have increased their reliance on traditional selection devices such as test scores and undergraduate grades. The net result of such practices is to reduce the chances that a minority student, even if he or she applies, will be accepted for doctoral study. The APA fellowship program is providing financial and counseling support for minority students and thereby hopes to obviate most of these difficulties.

It must be noted that the fellowship program alone would not be sufficient to deal with the problems of increasing the supply of doctorally trained minority psychologists. For one thing, the number of students who could possibly be supported by the program would be infinitesimally small in relation to the need. For another, admission and financial support of minority students would be practically futile if efforts were not made simultaneously to bring psychology as a career to the attention of minority students in their early undergraduate years, to recruit these students for graduate schools, and to retain them in graduate programs once they are admitted. It is here that the supporting areas of the present program come into play. Indeed, although the program focuses on the awarding of fellowships, it will probably be the development of the supporting areas which will have the greatest impact upon the degree of minority persons in psychology in the long run. Thus, we are repeatedly told by graduate programs that they do not know how to locate potential minority student applicants and that the minority students currently in their graduate programs have difficulty adjusting, both socially and academically, resulting in a high attrition rate for such students. In short, a good many departments seem willing and eager to have minority graduate students but are unable to attract them and/or keep them in their programs.

Another concern of the APA fellowship program is the availability of traditional jobs in psychology. While minority graduates are not at present experiencing the same difficulty as their majority counterparts in academic settings, if we are successful in attracting sizeable numbers of minority members into graduate training in psychology, there will be a real necessity for developing alternate job market possibilities for these students too.

Finally, there is no agreement upon models for minority group training that minority students will find appealing or effective in addressing their concerns. A mechanism seems needed to provide an incentive or to make it possible for institutions to innovate and experiment with minority programs sufficiently formalized to be identifiable and quantifiable.

Given these considerations, we tend to focus the fellowship program toward institutions that are willing to commit themselves to providing meaningful experiences plus a supportive environment for minority students. While the fellowship monies are awarded directly to students, we are collecting evaluative data from programs in which they are enrolled. These data will hopefully permit the publicizing of programs that are having success in the recruitment, retention, and graduation of ethnic minority students. Additionally, these data can be useful in encouraging other institutions to become more involved in affirmative action programming.

METHODOLOGY

Recruitment

As an ongoing effort, the director and members of the Advisory Committee are engaged in an intense recruitment/publicity campaign to bring a total picture of the program and stipend support provided by APA to the ethnic minority communities and academic departments. We are providing consultation and advisement on affirmative action and recruitment to departments of psychology. Additionally, we are providing input regarding appropriate support systems in departments where ethnic minority students are in residence. Feature stories and byline articles have been carried in ethnic minority media. We routinely send brochures and announcements of the program to every department of psychology in the country. Conference presentations on ethnic minority recruitment and the need for additional financial support for ethnic minority students are ongoing projects engaged in by the director. We have also been able to introduce a newsletter in which we periodically report on the program's activities to the Fellows, psychology departments and the public in general. These newsletters have not only provided another avenue of publicity in our recruitment efforts, they have also served as a communication channel between the Fellows.

Each year the program formally advertises an application season with a deadline established for the submission of applications and supporting materials. Approximately 600 applications are routinely received prior to the established deadline date. Initially, fellowships were structured at $7500 per student to cover tuition, allowance for books and other related materials. Our approach, however, has been to reduce the size of the award and negotiate with academic institutions to provide the difference through relief from tuition and fee obligation and partial stipend (where appropriate). Fellowships are awarded for one year and are renewable for two additional years pending satisfactory academic performance. Eligible applicants for this program include, but are not limited to, American citizens and permanent visa residents who are Black, Spanish speaking/Spanish surnamed, American Indians, and Asian Americans. The program is open to beginning and continuing full-time Ph.D. students in psychology. New students must apply to a graduate program of their choice and qualify for entrance.

At the conclusion of the Program's first year we had made a total of 28 stipend awards, approximately three times more than anticipated at the inception of the program (see Tables 4 and 5). This was due to university matching arrangements and relief from tuition and fee obligation negotiated by the Director and the Advisory Committee. For the academic year 1976/77 we were able to stretch the stipend award funds to cover a total of 36 new students (see Tables 6 and 7). Fifty-one (51) new awards will be made for the 1977/78 academic year (see Tables 8 and 9). Hence, our three year effort has resulted in a total of 115 stipend awards.

Recruitment Roster

Approximately one-third of the applicants to the APA Minority Fellowship Program are seeking admission to graduate school at the time of their application. In these instances, we have developed a recruitment roster which is mailed to all departments of psychology in the country through distribution facilities made available by the Council of Graduate Chairmen. This effort allows any department interested in ethnic minority recruitment to identify a larger pool of students from which to recruit. To date, feedback from universities and students leave no doubt that this has been a valuable service. Students other than those we have provided with financial support have been recruited and admitted by psychology departments from this list.

The Application Process

Students requesting applications to the Minority Fellowship Program are mailed an application form, along with the MFP brochure and a letter of invitation from the director, which advises them to return all information as soon as possible to meet the deadline requirements.

Administratively, the country is divided into three geographical areas (see map), each served by three members of the Advisory Committee. These geographical areas serve as a convenient division of labor for the initial processing and screening of applications. Additionally, site visits are made to students enrolled in institutions in these areas, principally by Advisory Committee members located in the areas (see Appendix I). Individual Advisory Committee members evaluate the application materials using the criterion questionnaire as a guide (see Appendix II). At our Spring meeting, the area evaluations are discussed and reviewed by the entire committee in executive session. At this time a list is arrived at within each geographical area and for each ethnic group representation. This final list is used by the director in negotiating awards (remission of tuition/fees and matching stipend) with appropriate psychology departments. As a function of these negotiations, a final list of awardees (Fellows) is established. Additionally, a second category of students are designated as unfunded Fellows or Alternates. Criteria used for final selection are:

- Commitment to and involvement in ethnic minority issues and community
- Conceptual Area

- Sex
- Geographical Area
- Institutional Characteristics
- Academic Strengths

The rating procedure is a fairly complex one, but is designed to be fairly objective, quantifiable and systematic. A key concern is that students demonstrate an interest in and commitment to expanding the perspective of the discipline of psychology so as to incorporate views that are not represented at present. American psychology has essentially proliferated as a white male discipline. Our commitment is that it become more universal. In part, this can come about by altering the composition of our membership. In such an alteration or expansion we would hope that an impact is made on the administrative decision process, the allocation of resources, the introduction of new ideas and hypotheses, and the development of new and different instrumentation and techniques. Additionally, it is reasonable to anticipate a cross fertilization of ideas between individuals of varying cultural perspectives.

Statistical Patterns of Award Population

From a 1974/75 Human Resources Survey taken by the American Psychological Association of its members, it was revealed that of approximately 40,000 members, whites constitute 90.3%; while 1% of the membership is black; .7% is Asian American; and .3% is of Spanish speaking/Spanish surnamed origin. (These statistics are based on 54.77% of the membership who responded to this survey). Finally, only .1% of APA membership is Indian/Alaskan or American Indian. The ethnic identification of the other 7.6% of

APA's membership was listed as unknown. These figures become critical when compared to the percentage of the total U.S. population that these groups represent, respectively. The 1970 U.S. Census reported that the country's white population was 87.5%; blacks were 11.1% of the total; Asian-Americans were .77% and American Indians were .4%. Specific data on Spanish origin population were unavailable since this group has often identified with the other categories (mostly white) in terms of race. The 1975 data indicated that the black population rose .4% of one percent. Thus the greatest inequity between the U.S. population and APA membership is in terms of Black Americans. Of greater relevance is the respective representation of these groups among high school and college graduates. As can be seen these discrepancies persist despite the fact that these latter data are contaminated by practices that deliberately and inadvertently eliminate ethnic minorities.

Awards

For the 1975/76 academic year there were 500 applicants to the Minority Fellowship Program. Fifty-five semi-finalists were selected. Twenty-eight of these semi-finalists were designated as Fellows. Included were four Fellows who received support for their doctoral dissertation only. There were 14 Blacks, 6 Spanish Americans, 3 American Indians, and 5 Asian Americans (See Tables 4 and 5). From a pool of 571 applicants in 1976, 106 semi-finalists were selected. This number was reduced to 62 from which 23 Blacks, 6 Spanish Americans, 6 Asian Americans, and 1 American Indian were designated as Fellows (See Tables 6 and 7). Fifty-one stipends have been awarded from among 102 finalists for the 1977/78 academic year: 19 Blacks, 21 Spanish American, 9 Asian Americans and 2 American Indians (see Tables 8 and 9).

A Human Resources Survey within the American Psychological Association indicates that its minority membership is most heavily concentrated in the applied as opposed to research areas. Even so, the number of minority psychologists in all areas is very small. In an effort to correct the imbalance created by so few minority psychologists in research, approximately 40% of those selected for funding are in research specialties such as social, developmental, experimental and industrial psychology.

SUMMARY

Although, we have, as evidenced by the activities outlined earlier, significantly increased the recruitment and enrollment of minorities in graduate psychology programs, there continues to be a need to modify existing standards for optimal success. Attention must be given to admissions and retention. Present evidence suggests that even though minority admission is increasing, there continues to be higher attrition rates for ethnic minority students than is the case with their white counterparts--attrition for minorities is approximately double that of other students. This outcome is much too costly for departments in terms of initial investment and loss of productive output from otherwise potentially successful students. A favorable change in these outcomes can be effected by establishing better support systems within psychology departments for ethnic minorities.

Experience indicates that support practices such as tutoring, relaxation of deadlines, and flexibility regarding research content and methodology, are instrumental in preventing failures. Three factors are important to the establishment of such a support system:

1) A critical mass of ethnic minorities within the student population. Students can be very supportive of one another.
2) A critical mass of ethnic minorities within the faculty ranks.
3) A modification of the curriculum so as to include other perspectives and assumptions.

Resistance to this last consideration is evidenced by the difficulty or inability of minority students to find faculty members to endorse or participate in their research interests. Curriculum modification and broader research interests are made more possible by increases of ethnic minorities at the faculty level. These considerations require an acknowledgement that value preferences are built into the assumptions of our research paradigms and in turn influence which hypotheses are tested and the conclusions and interpretations derived from the findings. Furthermore, psychologists' persistent adherence to the Newtonian model, long ago abandoned by the physicists is being challenged by non-Western philosophical concepts. Our Aristotilian heritage of dichotomizing contributes to the view that human beings are separate from nature and from each other. More importantly, such views contribute to the perception that social commitment and scientific integrity are mutually exclusive. This latter observation explains much of the difficulty encountered by minority students in seeking advice and endorsements for their research ideas. Recent efforts by black scholars reveal an attempt to develop models that reflect an interdependent relationship between human beings (King, 1975). Hopefully, by increasing minority representation in the profession, we can establish an expectation that will make possible the cross-fertilization of these ideas. Presently, minority psychologists interested in or committed to change function, at best, as a dubious skin graft.

In summary, efforts to improve the underrepresentation of ethnic minorities in psychology must be viewed as multi-faceted. Exotic or special student recruitment efforts must be considered. Modified interpretation or exclusion of GRE scores for other predictive information is desirable--and is meeting with good success in some departments. A significant part of the support structure necessary for optimal results require minority recruitment at the faculty level and a willingness to accomodate an expanded and more flexible curriculum and research orientation.

ANCILLARY PROGRAMS

Summer Congressional Internship Program

In 1976 the APA Minority Fellowship Program applied to the Center for Minority Group Mental Health Programs (NIMH) for funds to provide stipends for ethnic minority graduate students in psychology who would serve as summer interns for minority congresspersons. Simultaneous to the submission of this request, approval was obtained from congresspersons to accomodate one or more students in this capacity. The Summer Internship Program was to provide ethnic minority students with the opportunity to participate in the legislative process while still at the training level (graduate). It was also anticipated that this experience would, in all probability, be beneficial to them at some point during their career. The opportunity for graduate students in psychology to serve as Congressional interns would make it possible for the socially aware students to contribute to bridging the gap between academic psychology and the legislative process. The benefits would hopefully be bi-directional; students would presumably have a more expanded perspective on researchable issues.

The selected students served as special legislative assistants, and had direct involvement in congressional activities while broadening their learning experience and understanding of the decision-making process as it relates to psychology on Capitol Hill. In addition to their experiences on Capitol Hill, the students also participated in seminars at the American Psychological Association on issues of public policy and psychology.

Furthermore, they were given the opportunity to meet and interact with key personnel at the National Institute of Mental Health Center for Minority Group Mental Health Programs. Five Fellows were selected from a pool of fifteen students who were already receiving APA fellowship stipends for their graduate studies. From our population of 28 stipend awardees for the 1975/76 academic year, 15 responded to our announcement regarding the program. The five that were chosen were those who had made no other commitments for the summer and who had a particular interest in legislative concerns that coincided with the program interests of the congresspersons participating in the program.

The congressmen finally slated for participation, and fellows assigned to them were as follows: Representative Spark M. Matsunaga (D-Hawaii)- Fellow DiAnna Eisner; Representative John Conyers (D-Michigan)-Fellow Sandi Cook; Representative Henry B. Gonzales (D-Texas)-Fellow Melba Vasquez; and Representative Harold E. Ford (D-Tennessee)-Fellow Harriett McCombs. The fifth intern, Linda Perry, was initially assigned to the American Psychological Association's legislative arm, the Association for the Advancement of Psychology(AAP), and subsequently joined Sandi Cook in Representative Conyers'office.

MFP Symposium on Minority Issues in Psychology

The underrepresentation of ethnic minorities in psychology has serious implications for the credibility and utility of developments within the field. Psychology is involved in the advancement and synthesis of information about human and animal behavior. A partial outgrowth of this effort is the promotion of human welfare through educational and social problems. When ethnic minorities are not involved in asking the questions and interpreting the hypotheses, the outcome may be skewed because the entire range of the possible may not be considered. The APA Minority Fellowship Program hopes to explore the problems of psychology and the lack of participation by ethnic minorities in a symposium entitled "Psychology and its Relationship to Ethnic Minorities." The symposium is to be presented at the Annual Meeting of the American Psychological Association. A general 'Call for Papers' was issued with the following abstract topics being accepted for presentation:

1. "The Asian American Elderly: Developmental Approach to Minorities"
2. "Psychology and its Relationship to Third World Peoples"
3. "Issues Involved in Studying One's Own Ethnic Group"
4. "Impact and Use of Minority Faculty Members Within a University"
5. "Counseling Services for Minority Students at a Large Urban University"

The participants have been given program space on the agenda for the APA Annual Meeting in August, 1977. In addition, the following APA Boards have agreed to co-sponsor this symposium: Board of Educational Affairs, Board of Professional Affairs, Board of Scientific Affairs, and the Board of Social and Ethical Responsibility.

Orientation Session for APA Fellows at Annual Convention

The American Psychological Association Convention draws in excess of 10,000 participants each year from all over the country, consisting of both professionals and students. Every imaginable research topic is discussed in open meetings and in smaller seminars. Some of our awardees (particularly new Fellows) are new to professional level psychology. Thus, we invite their participation at an orientation session to the Minority Fellowship Program and the American Psychological Association, providing them with a tremendous training and learning experience. We anticipate the presence of all of the members of the Advisory Committee and key officials of the APA. A meeting of this nature was held at the 1975 Annual Meeting of the APA in Chicago, Illinois and met with tremendous success.

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2. *Guide to the Use of the Graduate Record Examination.* Educational Testing Services, Princeton, New Jersey, 1973-1974.

3. Kerner, O., et al., *Report of the National Advisory Commission on Civil Disorders*. New York, Bantam Books, 1968.

4. King, L.M. Blonde Wig, Black Child. Paper presented at the Association of Black Psychologists, Boston, Massachusetts, August, 1975.

5. Willingham, W.W. Predicting Success in Graduate Education. *Science*, Vol. 183, January, 1974, 273-278.

SECTION I

1975-76 FELLOWS

1975-76 Fellows

NAME: Anthony D. Brown

INSTITUTION: City University of New York

SPECIALTY: Educational Psychology

DEGREES: B.A., University of Oklahoma
M.Ed., University of Oklahoma

PROFESSIONAL ACTIVITIES:
- Consultant to Native American Educational Program, New York City
- Co-director of the American Indian Institute at Brooklyn College

CAREER GOALS/ASPIRATIONS: Has worked for a number of years with the Native American children in Oklahoma. Plans to continue to work among Indians at both a professional and volunteer level. Seeks ultimately to secure a permanent position in a psychology department at a college or university.

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NAME: Deborah L. Coates

INSTITUTION: Teacher's College, Columbia University

SPECIALTY: Educational Psychology

DEGREES: B.S., University of Redlands
M.S., University of Southern California at Los Angeles

PROFESSIONAL ACTIVITIES:
- Instructor, Antioch College Extension Services
- Senior Research Assistant, Educational Testing Services
- Teacher, Braille Institute

CAREER GOALS/ASPIRATIONS: To do research in educational psychology; intervention through university level teaching; graduate instruction and teacher training; and consultative interaction with government agencies and school districts.

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NAME: Gary Coats

INSTITUTION: University of Nebraska at Lincoln

SPECIALTY: Clinical Psychology

DEGREES: A.B., Dartmouth College

Coats continued:

PROFESSIONAL ACTIVITIES:
- Psychiatric Trainee, VA Hospital, Hot Springs, South Dakota
- Social Studies Instructor, Hanover, New Hampshire
- Research Assistant at the Dartmouth Mental Health Center

CAREER GOALS/ASPIRATIONS: To work in community/clinical psychology with an interest in alcoholism. Career objective includes the development of preventive, treatment and rehabilitation measures to combat the chronic alcoholism rate on reservations. Additionally, his interests include psychophysiology (autonomic learning), small group processes, acculturation and assimilation techniques of sub-cultural groups, community mental health evaluation, and program design and counselor training.

* * *

NAME: Sandra A. Cook

INSTITUTION: Wayne State University

SPECIALTY: Applied Social Psychology

DEGREES: B.A., Wayne State University

PROFESSIONAL ACTIVITIES:
- Did research analysis of six metropolitan communities, administering an attitudinal survey. Currently working on a study concerning the effects of physical environment on psychological health.

CAREER GOALS/ASPIRATIONS: Would like to work within the planning structure of an urban community taking a look at the environment and what aspects relate to the building of a "healthier" neighborhood, city and nation.

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NAME: Jiminez Cortez

INSTITUTION: University of Hawaii at Manoa

SPECIALTY: Clinical Psychology

DEGREES: B.A., San Francisco State University

PROFESSIONAL ACTIVITIES:
- Lecturer in Psychology, San Francisco State University
- Graduate Assistant, San Francisco State University

Cortez continued

CAREER GOALS/ASPIRATIONS: Interested in modifying traditional therapeutic approaches to the cultural experiences of Filipinos. Will work in community psychology directed toward early detection and prevention of mental health problems.

* * *

NAME: Anne Marie Cruz

INSTITUTION: University of Texas at Austin

SPECIALTY: Counseling Psychology

DEGREES: B.S. Texas A&I University
M.S. Texas A&I University

PROFESSIONAL ACTIVITIES:
- Research project on self-concept of the Mexican-American child in the Corpus Christi School in Texas
- Administered tests in English/Spanish using Brown Self-Reference Test.

CAREER GOALS/ASPIRATIONS: Being American of Mexican descent, wants to take a closer look at the antecedents of internal-external locus of control attitudes in minority groups and low SES groups, especially M/A females. Interested in what the parents of these families do or don't do to create an extremely controlled child who has low self worth.

* * *

NAME: DiAnna L. Eisner

INSTITUTION: Adelphi University

SPECIALTY: Clinical

DEGREES: B.A., Howard University

PROFESSIONAL ACTIVITIES:
- Worked in Bio-Med Program at Howard University on experiment that dealt with the effects of a protein inhibitor drug- puromycin, on classically conditioned animals. Performed surgery, perfusions and histologies.
- School Psychologist Intern, Graham School, Mt. Vernon, New York.
- Research Assistant, Adelphi University

CAREER GOALS/ASPIRATIONS: Interests lie in an occupational thrust that would allow for a focus on children within a community mental health framework. Would like to study the young child.

NAME: Bertha C. Fields

INSTITUTION: University of Tennessee at Knoxville

SPECIALTY: Clinical Psychology

DEGREES: B.S., Howard University
M.A., Washington University at St. Louis

PROFESSIONAL ACTIVITIES:
- Delivered paper at the Association of Nonwhite Concerns' Missouri State Conference- "Towards Developing an Inservice Training Program for Counselors with Black Clientele."

CAREER GOALS/ASPIRATIONS: Has specific interests in the mentally retarded, therapeutic approaches relevant to minorities, and the psychology of death as it relates to minorities. Clinical psychology applies more to goal she wishes to pursue, which is understanding the mental makeup and needs of all people and approaching the client in a way which would affect him/her in particular ways, rather than generally.

* * *

NAME: Diane C. Howell

INSTITUTION: University of California at Berkeley

SPECIALTY: Clinical Psychology

DEGREES: B.A., Barnard College of Columbia University

PROFESSIONAL ACTIVITIES:
- Clinical intern at San Francisco VA Hospital
- Instructor, San Francisco State University
- Research Assistant, Psychology Department at Berkeley

CAREER GOALS/ASPIRATIONS: Goals are to teach, work with community groups, engage in psychotherapy and research; committed to teaching and working with community groups.

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NAME: Leo D. Jacobs

INSTITUTION: University of Utah at Salt Lake City

SPECIALTY: Social Psychology

DEGREES: A.A., Paul Smith's College
B.S., SUNY at Potsdam
M.A., University of Utah at Salt Lake City

Jacobs continued:

PROFESSIONAL ACTIVITIES:
- Paper presentation at symposium on "The Role of Attributions in Intercultural Conflict"at the Western Psychological Association in San Francisco, California.
- Research on Anglo Perception of Native American Role Behavior

CAREER GOALS/ASPIRATIONS: Research and Program administration are his major goals. Research interests are varied, but mainly concentrated on cross-cultural attributions. Hopes to apply training in research methodology, program application and evaluation with professional and cultural input into the design of federal programs.

* * *

NAME: Joyce A. Jones

INSTITUTION: University of Nebraska at Lincoln

SPECIALTY: Clinical Psychology

DEGREES: B.A., Texas Woman's University

PROFESSIONAL ACTIVITIES:
- Co-authored paper on self-concept development and adolescence presented at the National Conference of Black Women in America in Louisville, Kentucky.
- Did comparative study of self-concept of Black and white southern adolescents using Tennessee Self-Concept Scale.
- Will present later this year with another APA Fellow, a research work at the Western Social Science Association Conference in Denver dealing with the self-concept of Black women in America.

CAREER GOALS/ASPIRATIONS: Aspires to work eventually in a community hospital or clinic which caters to a variety of ethnic and socioeconomic backgrounds, but focuses on family, school, child, adolescent and related problems.

* * *

NAME: Alejandro Martinez

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Clinical Psychology

DEGREES: B.A., Harvard University

Martinez continued:

PROFESSIONAL ACTIVITIES:
- Clinical internship at the Ypsilanti Area Community Service Center
- Volunteer as Assistant to the Counselor of the Bilingual Public Schools of the Boston Public School System

CAREER GOALS/ASPIRATIONS: Interested in researching multilevel approaches more attuned to the particular needs of Chicano people.

* * *

NAME: Harriette G. McCombs

INSTITUTION: University of Nebraska at Lincoln

SPECIALTY: Social Psychology

DEGREES: B.S., University of South Carolina
M.A., University of Nebraska at Lincoln

PROFESSIONAL ACTIVITIES:
- Working as part of evaluation team with four programs at the Nebraska Center for Women
- Engaged in research project dealing with the self-concept of Black women in America; paper will be presented at the Western Social Science Association Conference in Denver with associate Joyce Jones(Fellow).

CAREER GOALS/ASPIRATIONS: Interests lie in areas of psychology, law, and political science. For next three years will be involved in the establishment of pilot programs which will serve as alternative places for juvenile offenders.

* * *

NAME: Wayne McCullough

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Social Psychology

DEGREES: B.A., Princeton University
M.A., University of Michigan at Ann Arbor

PROFESSIONAL ACTIVITIES:
- Teaching and research assistant positions at the University of Michigan

McCullough continued:

CAREER GOALS/ASPIRATIONS: His goals and aspirations are some combination of research, working in applied settings, and teaching.

* * *

NAME: Sabrina Andrews-Molden

INSTITUTION: University of North Carolina at Chapel Hill

SPECIALTY: Clinical Psychology

DEGREES: B.A., University of North Carolina

PROFESSIONAL ACTIVITIES:
- Minority students academic advisor for freshmen minority students
- Research assistant for Dr. Barclay Martin

CAREER GOALS/ASPIRATIONS: Hopes to concentrate in child psychopathology. Would like to work not only in the patient-therapist clinical setting, but also undertake psychological research. Ultimately desires to work at a community-based mental health center, teaching on a part-time basis. The part-time teaching job would allow for research in areas such as self-concept in black children and the assessment of parent-child interaction.

* * *

NAME: Victoria A. Moseley

INSTITUTION: Boston University

SPECIALTY: Experimental Psychology

DEGREES: B.A., Lincoln University
M.A., Boston University

PROFESSIONAL ACTIVITIES:
- Presented paper at the Eastern Regional Conference of the National Association of Black Psychologists entitled: "The Myth of Research Training: Ethnic Considerations in Human Research"
- Did significant research at Boston University on stress assisting Dr. Marcucella and Dr. Boxley

CAREER GOALS/ASPIRATIONS: Plans a research-oriented teaching career and intends to be prepared to give full assistance and support to creating and maintaining the type of environment most conducive to achieving an understanding of behavior.

NAME: Manuel Samuel Perez

INSTITUTION: University of California at Santa Cruz

SPECIALTY: Educational Psychology

DEGREES: B.A., University of Kansas
M.A., University of California at Riverside

PROFESSIONAL ACTIVITIES:
- Presentation of paper at NIMH conference in May, 1974 at the University of California at Riverside on "Improving Educational Opportunities for Chicanos in Psychology."
- Consultant in bilingual education to the U.S. Office of Education
- General consultant to a federally funded bilingual/bicultural program in San Jose.

CAREER GOALS/ASPIRATIONS: Upon attainment of Ph.D., plans to concentrate professional activities in the areas of educational (bilingual/bicultural) psychology and community mental health, in an attempt to study human communities and concentrate on the study and resolution of some of the social problems.

* * *

NAME: Linda Perry

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Social Psychology

DEGREES: B.A., City College of New York

PROFESSIONAL ACTIVITIES:
- Psychiatric Attendant at the Creedmoor State Mental Hospital
- Research Assistant at the Institute for Social Research, University of Michigan
- Tutor for SEEK Program (Search for Education, Equality, and Knowledge).

CAREER GOALS/ASPIRATIONS: With a Ph.D. in Social Psychology, will be in a position to conduct and supervise non-exploitative, progressive research which will provide the community with the means to enrich their lives.

* * *

NAME: Sonia Santiago

INSTITUTION: University of California at Los Angeles

Santiago continued:

SPECIALTY: Social Psychology

DEGREES: B.S., University of Puerto Rico at Rio Piedras
M.A., University of California at Los Angeles

PROFESSIONAL ACTIVITIES:
- Research assistant at the University of Puerto Rico in the Social Science Research Center for two years.
- Research with Dr. Amado Padilla comparing Puerto Rican and Anglo students in ethnic identification and the differences in value attribution, cross-culturally.

CAREER GOALS/ASPIRATIONS: Aspires to become a professor of psychology at a university. Also interested in the dynamics of small group behavior. Would like to apply the dynamics of the sensitivity training to the rehabilitation of drug addicts, alcholics, and family-related problems.

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NAME: Helen Sing

INSTITUTION: Claremont Graduate School

SPECIALTY: Social Psychology

DEGREES: B.S., University of Washington at Seattle
M.A., Claremont Graduate School

PROFESSIONAL ACTIVITIES:
- Research experience with several faculty members at the University of Washington
- Research on acculturation effects of Asian Americans.

CAREER GOALS/ASPIRATIONS: Goal is to become active in the research on Asian-Americans, more specifically, in areas such as the impact of a changing identity on the mental health of the Asian-American, and the role of the Asian-American with respect to other ethnic groups. Wants to set up a general cultural program where students (college and high school) of the various ethnic groups will enter into the elementary schools to acquaint the children with the many ethnic cultures.

* * *

NAME: Cynthia Telles

INSTITUTION: Boston University

SPECIALTY: Clinical-Community Psychology

Telles continued:

DEGREES: B.A., Smith College

PROFESSIONAL ACTIVITIES:
- Research for NIMH on "Mental Health and the Spanish speaking Population of the United States"
- Research on crisis intervention
- Evaluation of the effect of a volunteer experience in a community setting on a group of students working as patient advocates in the emergency room of Boston City Hospital.

CAREER GOALS/ASPIRATIONS: Would like to use her degree to research and learn new approaches to effectively deal with conditions which produce pathological, destructive patterns of behavior in order to alleviate unnecessary discomfort and anxiety, and to remove blocks to psychological growth.

* * *

NAME: Bobbye V. Troutt

INSTITUTION: Teacher's College at Columbia University

SPECIALTY: Clinical Psychology

DEGREES: B.A., Wayne State University
M.S., Bank Street College

PROFESSIONAL ACTIVITIES:
- Developed proposal and implemented the findings for life discussion groups with relatives/friends of imprisoned adolescents.
- Conducted community-wide research to assess the extent and variety of problems of community residents.

CAREER GOALS/ASPIRATIONS: Decidedly wants to teach so that she might stimulate an interest in community psychology among Third World students. Career goal encompasses becoming a more total change agent in a community outreach center which would sponsor various services under the aegis of a well trained staff with a well-defined para-system of community residents.

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NAME: Melba Vasquez

INSTITUTION: University of Texas at Austin

SPECIALTY: Counseling Psychology

DEGREES: B.A., Southwest Texas State University

Vasquez continued:

PROFESSIONAL ACTIVITIES:
- Research at the Texas Regional Resource Center
- Psychology Trainee at the University of Texas Counseling Center
- Teaching Assistant at the University of Texas Educational Psychology Department
- Psychology Trainee at the VA Hospital in Temple, Texas

CAREER GOALS/ASPIRATIONS: Aspirations include being involved in some kind of social service, most definitely at some point on the academic level, in teacher education. Overall goal is to be as effective a professional as possible in an area where she can be of service to people.

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NAME: Doris Wright

INSTITUTION: University of Nebraska at Lincoln

SPECIALTY: Counseling Psychology

DEGREES: B.S., Kansas State University
M.S., Kansas State University

PROFESSIONAL ACTIVITIES:
- Assisted in the development of a public relations program as a consultant in a federal pilot program.
- Worked on a study to investigate methods of communication between students and faculty within the College of Education of the Council for Student Affairs

CAREER GOALS/ASPIRATIONS: Intends to pursue a career in higher education as an administrator. Intends to utilize her experiences to develop community-based programs which will benefit all people, but especially aid low-income, minority group people.

SECTION II

1976-77 FELLOWS

NAME: Jacqueline Beal

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Organizational Psychology

DEGREES: B.A., Federal City College

PROFESSIONAL ACTIVITIES:
- Senior Counselor, CETA in Ann Arbor, Michigan
- Instructor, Eastern Michigan University
- Graduate Student Teaching Assistant at the University of Michigan

CAREER GOALS/ASPIRATIONS: Interests include teaching, consulting in organizations, and research.

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NAME: Victor Cancela

INSTITUTION: City University of New York

SPECIALTY: Clinical Psychology

DEGREES: B.A., City College of New York

PROFESSIONAL ACTIVITIES:
- Bilingual Consultant for the Children's Aid Society
- Research Associate for the Research Foundation at CUNY

CAREER GOALS/ASPIRATIONS: Would like to do some applied clinical work based on research, e.g. crisis intervention. Also has an interest in teaching. Ultimate goal is to work in an area where he can work towards meaningfully influencing the lives of people who have been disadvantaged.

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NAME: Connie Chan

INSTITUTION: Boston University

SPECIALTY: Clinical Psychology

DEGREES: A.B., Princeton University

PROFESSIONAL ACTIVITIES:
- Research Assistant designing an experiment which studied the effects of different methods in learning paired associations. Set up the experiment and assisted in the analysis of the data.

Chan continued:

CAREER GOALS/ASPIRATIONS: This student views clinical psychology as combining both the professional clinician and the research/scientist models, and is committed to pursuing both aspects in her career.

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NAME: Beverly Daniel

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Child/Community Psychology

DEGREES: B.A., Wesleyan University

PROFESSIONAL ACTIVITIES:
- Psychological Intern at McLean Hospital in Belmont, Mass.
- Resident Advisor at Wesleyan University

CAREER GOALS/ASPIRATIONS: Desires a combined career both as a child psychologist and a college professor.

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NAME: Debra L. Davis

INSTITUTION: University of Maryland at College Park

SPECIALTY: Clinical Psychology

DEGREES: B.A., Yale University

PROFESSIONAL ACTIVITIES:
- Counseling experiences in New Haven, Connecticut

CAREER GOALS/ASPIRATIONS: Would like to work in a community mental health center which offers a wide range of services and serves a large population of Blacks and other minorities. Intends to have a position which would enable her to provide direct services and to fulfill an administrative function in a student training program affiliated with the mental health center.

* * *

NAME: Darlene DeFour

INSTITUTION: University of Illinois at Champaign

SPECIALTY: Social Psychology

DeFour continued:

DEGREES: B.A., Fisk University

PROFESSIONAL ACTIVITIES:
- Hospital Administration Intern in Harlem
- East Harlem Model Cities Project

CAREER GOALS/ASPIRATIONS: Wishes to acquire through graduate studies, the tools necessary to make some major contributions towards the solution of behavioral problems.

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NAME: Lotus Dix

INSTITUTION: City University of New York

SPECIALTY: Developmental Psychology

DEGREES: B.A., Pace University

PROFESSIONAL ACTIVITIES:
- Research Assistant for Dr. Phyllis Gatz at CUNY
- Youth Counselor for Jobs for Youth in New York City

CAREER GOALS/ASPIRATIONS: Aspires to construct a model of the Black child's development, i.e. detailing and analyzing the strategies which inner-city Black children adopt to survive and cope with their environment.

* * *

NAME: Michael Fenn-Vilar

INSTITUTION: University of Utah at Salt Lake City

SPECIALTY: Social Psychology

DEGREES: B.A., University of Utah

PROFESSIONAL ACTIVITIES:
- Teaching Fellow, University of Utah
- Research Assistant for the American Community Program

CAREER GOALS/ASPIRATIONS: Aspires to continue community work implementing basic intervention programs which would consist of moderating factors which increase the probability of aggressive behavior and relaxation training for families who have high incidences of family quarrels.

* * *

NAME: Vinston J. Goldman

INSTITUTION: University of North Carolina at Chapel Hill

SPECIALTY: Clinical Psychology

DEGREES: B.A., Hampden-Sydney College

PROFESSIONAL ACTIVITIES:
- Summer Psychological Intern for the State of North Carolina, Department of Human Resources

CAREER GOALS/ASPIRATIONS: His professional objective is to become a clinical psychologist. Hopes to work with public schools in attempting to study the psychological and other variables which enhance social adjustment; academic and vocational growth of students in general; and Black students in particular.

* * *

NAME: Darlene Gould

INSTITUTION: University of North Carolina at Chapel Hill

SPECIALTY: Clinical Psychology

DEGREES: B.A. and M.A., Case Western University

PROFESSIONAL ACTIVITIES:
- Psychology Intern for the John Umstead Hospital

CAREER GOALS/ASPIRATIONS: Wants to become an effective deliverer of mental health services by developing techniques which will be more effective in dealing with the problems of people labelled poor candidates for psychotherapy; also wants to engage in research to bring to light the inappropriateness of applying white middle-class norms to minority group members.

* * *

NAME: Karen Gunn

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Community Psychology

DEGREES: B.A., Oakland University, Rochester, Michigan

PROFESSIONAL ACTIVITIES:
- Several teaching assistant positions at Oakland University and the University of Michigan

GUNN continued:

CAREER GOALS/ASPIRATIONS: Two areas with high priority for this student are consultation and becoming a director of a community center, preferably in a black neighborhood. The career goal of becoming director or administrator of a "community center" speaks to her desire to create and maintain a basic foundation for the population to perpetuate existing neighborhood/community strengths, as well as provide the resources necessary for dealing with low-expertise problem areas.

* * *

NAME: Christine Hall

INSTITUTION: University of California at Los Angeles

SPECIALTY: Measurements/Social Psychology

DEGREES: B.A., California State at Long Beach

PROFESSIONAL ACTIVITIES:
- Research Assistant for the Institute for Social Science Research at UCLA

CAREER GOALS/ASPIRATIONS: Wants a career in research into the following areas: psychological testing, social and developmental psychology

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NAME: Marcia Harris

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Social Psychology

DEGREES: A.A., West Los Angeles College
B.A., University of California at Los Angeles
M.A., California State University

PROFESSIONAL ACTIVITIES:
- Research Assistant for the Fanon Research and Development Center
- Graduate Assistant at California State University
- Psychometric Technician for the Long Beach Board of Education
- Research Assistant at the UCLA Mental Retardation Center

CAREER GOALS/ASPIRATIONS: Long term career goals include both teaching at the university level and research in social psychology.

* * *

NAME: Laura Head

Head continued:

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Developmental Psychology

DEGREES: B.A., San Francisco State
M.A., University of Michigan/Ann Arbor
Expects completion of degree, summer of 1977

PROFESSIONAL ACTIVITIES:
- Acting Assistant Professor at the University of California at Riverside
- Teaching Assistant at the University of Michigan

CAREER GOALS/ASPIRATIONS: Most interested in teaching and conducting research in the area of developmental psychology. Toward that end, has a special interest in black child development. Future tasks shall include the development of a comprehensive psychology of black child development.

* * *

NAME: Paulette Hines

INSTITUTION: University of Delware

SPECIALTY: Clinical Psychology

DEGREES: B.A., North Carolina Central University

PROFESSIONAL ACTIVITIES:
- Instructor, Psychology Department, University of Delaware
- Counseling and Teaching Assistant at the University of Delaware

CAREER GOALS/ASPIRATIONS: Desires to work as a clinical psychologist in a setting which will allow her to employ both clinical and community skills. In essence, her goal is to become a competent, broadly trained clinical psychologist to facilitate other's attempts to lead healthier, happier lives.

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NAME: Marian Hyman

INSTITUTION: Bowling Green State University

SPECIALTY: Clinical Psychology

DEGREES: B.S., American University

PROFESSIONAL ACTIVITIES:
- Program analyst for the Department of Health, Education and Welfare, Washington, D.C.

Hyman continued:

CAREER GOALS/ASPIRATIONS: Teaching, conducting research. Long range objective is to establish her own non-profit corporation.

* * *

NAME: Shelvy Keglar

INSTITUTION: Indiana University

SPECIALTY: Counseling Psychology

DEGREES: A.A., Kaskaskia College, Centralia, Illinois
B.A., Arkansas State University
M.A., Arkansas State University

PROFESSIONAL ACTIVITIES:
- Counselor, Katherine Hamilton Mental Health Center
- Clinical Psychology Specialist- U.S. Army, San Antonio, Tx.

CAREER GOALS/ASPIRATIONS: By obtaining a doctorate in counseling psychology, with an emphasis on community mental health, he will be able to gain the theoretical knowledge and research tools to become an advocate of the Black ethic and its implications for mental health in the Black community. Aspires to work out of a community mental health center, teaching part time at a local university.

* * *

NAME: Clive Kennedy

INSTITUTION: University of Washington at Seattle

SPECIALTY: Clinical Psychology

DEGREES: A.A., Los Angeles City College
B.A., University of California at Santa Barbara

PROFESSIONAL ACTIVITIES:
- Research Associate at the University of Washington
- Peer Counselor at the University of California at Santa Barbara
- Mental Health Technician for the VA Hospital in Los Angeles

CAREER GOALS/ASPIRATIONS: Would like to be part of the movement to reform the current correctional system. At the same time wants to maintain ties with academia through university teaching, and serving on a consultant basis in the Black community.

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NAME: Javier Lasaga

Lasaga continued:

INSTITUTION: University of Miami at Coral Gables

SPECIALTY: Personality, Social Psychology

DEGREES: B.S., Springhill College in Mobile, Ala.

PROFESSIONAL ACTIVITIES:
- Researcher, Spanish Family Guidance Center in Miami, Fla.
- Graduate Research Teaching Assistant at the University of Miami
- Psychology Trainee, Crownsville State Hospital

CAREER GOALS/ASPIRATIONS: Aspirations consist of active research and teaching. Desires a better understanding of the nature of cognitive processes, particularly as these processes manifest themselves among bi-lingual/bi-cultural children of Spanish Americans.

* * *

NAME: Marshall O. Lee

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Community Psychology

DEGREES: B.A. Lincoln University

PROFESSIONAL ACTIVITIES:
- Substitute Teacher, Board of Education, Newark, New Jersey
- English Teacher, St. Peter's Secondary School, Morogora, Tanzania
- Community organizer, Blacks, Inc. in Philadelphia, Pa.

CAREER GOALS/ASPIRATIONS: Desires working as a counselor/therapist with poor and black families in a community mental health clinic. Also desires to teach at the university level.

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NAME: Jimmy A. Luzod

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Developmental

DEGREES: B.A., Stanford University

PROFESSIONAL ACTIVITIES:
- Has studied cognitive development in Mexican American children;
- Has done cross-cultural research on selected aspects of cognitive development.

Luzod continued:

CAREER GOALS/ASPIRATIONS: Desires to contribute to research efforts on the cognitive development of children. His particular interest is language acquisition in the young child, more specifically, bilingual language acquisition.

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NAME: Donna Nagata

INSTITUTION: University of Illinois at Champaign

SPECIALTY: Clinical Psychology

DEGREES: B.A., University of California at Berkeley

CAREER GOALS/ASPIRATIONS: Has a direct interest in increasing the number of minority men and women in professional psychology. Includes research into the mental health problems of minority people as one of her goals.

* * *

NAME: May Ng

INSTITUTION: Boston University

SPECIALTY: Clinical Psychology

PROFESSIONAL ACTIVITIES:
- Psychology Trainee, Brocton VA Hospital, Brockton, Mass.
- Mental Health Worker, Stratford Arms Project, Roosevelt Hospital, New York City

CAREER GOALS/ASPIRATIONS: Interested in clinical research in schizophrenia and/or therapy processes. Issues she wishes to explore in schizophrenia are: The role of volition, transcultural factors, the relationship between the creative and schizophrenic states and possibly its electrophysiology.

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NAME: Aline R. Nishihara

INSTITUTION: University of California at Los Angeles

SPECIALTY: Developmental Psychology

DEGREES: B.A., University of California at Los Angeles
M.A., University of California at Los Angeles

PROFESSIONAL ACTIVITIES:
- Predoctoral Trainee, UCLA Neuropsychiatric Institute
- Academic Tutor, Academic Advancement Program, UCLA

Nishihara continued:

CAREER GOALS/ASPIRATIONS: Initial goal is to develop a theoretical framework encompassing developmental and social psychology upon which to structure her research. As a paramount goal, wishes to enhance the psychological data base for Asian Americans. In particular, the effects of acculturation and assimilation of the attudes, values and behavior of third generation Japanese-Americans needs to be explored.

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NAME: Judy Pelham

INSTITUTION: University of Maryland, College Park

SPECIALTY: Counseling Psychology

DEGREES: B.A., Seton Hall University, South Orange, New Jersey

PROFESSIONAL ACTIVITIES:
- Research Assistant, Cultural Center
- Research Assistant, Department of Psychology, University of Maryland
- Research Assistant, Educational Opportunity Program, Seton Hall University

CAREER GOALS/ASPIRATIONS: Would like to write and edit books, do research, teach at a university and have a therapy practice, and possibly become a program director of a counseling psychology program.

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NAME: Anita L. Phillips

INSTITUTION: University of Minnesota at Minneapolis

SPECIALTY: Social Psychology

DEGREES: B.S., University of Tulsa, Oklahoma

PROFESSIONAL ACTIVITIES:
- Undergraduate Research Assistant, University of Tulsa

CAREER GOALS/ASPIRATIONS: Primary occupational goal involves teaching and conducting research.

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NAME: Maureen Pierce

INSTITUTION: City University of New York

SPECIALTY: Social/Personality Psychology

Pierce continued:

DEGREES: B.A., York College

PROFESSIONAL ACTIVITIES:
- Adjunct Lecturer, Brooklyn College
- Lecturer, Black Studies at Hostos Community College
- Director, Community Services Association of Black Social Workers, New York City

CAREER GOALS/ASPIRATIONS: Intends to engage in meaningful research about the Black female and the social psychology of organization, and teach on the university level.

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NAME: Ola S. Prejean

INSTITUTION: Louisiana State University

SPECIALTY: Clinical Psychology

DEGREES: B.S., Southern University
M.A., Howard University

PROFESSIONAL ACTIVITIES:
- Psychology Assistant at the Margaret Duman Mental Health Center in Baton Rouge, La.
- Research Assistant for the Louisiana Division of Human Services
- Tutor, Special Services Division of Southern University

CAREER GOALS/ASPIRATIONS: Interested in both research and the professional application of psychology. Intends to work particularly with Blacks and other minorities. Also interested in child clinical psychology.

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NAME: Suzanne M. Randolph

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Developmental Psychology

DEGREES: B.A., Howard University

PROFESSIONAL ACTIVITIES:
- Teaching Research Assistant at the University of Michigan

CAREER GOALS/ASPIRATIONS: Would like to establish a community-based center which would have as its major aim the development and implementation of early identification and intervention programs for disadvantaged preschoolers and their families.

NAME: Jose Redondo

INSTITUTION: Clark University

SPECIALTY: Developmental/Clinical Psychology

DEGREES: B.A., Catholic University Mater et Magistra Santiago, Dominican Republic
M.A., University of Puerto Rico, Rio Piedras

PROFESSIONAL ACTIVITIES:
- Research Technician II, Department of Addiction Services at University of Puerto Rico
- Teaching and Research Assistant at the University of Puerto Rico

CAREER GOALS/ASPIRATIONS: Eventually aspires to be part of a university faculty committed to research with minority groups and to training minority group students.

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NAME: Michelle C. Singleton

INSTITUTION: George Washington University

SPECIALTY: Social Psychology

DEGREES: B.A., University of Chicago

PROFESSIONAL ACTIVITIES:
- Intern, Office of Scientific Affairs, American Psychological Association
- Research Assistant, Johns Hopkins University

CAREER GOALS/ASPIRATIONS: Primary objective is to assist people as a clinician in dealing with their problems. Desires to work in a community setting so that the principles of clinical psychology, applied social psychology, and general systems theory can be better applied. Also hopes to do research in the area of psychological aspects of nutrition.

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NAME: Joseph W. Smedley

INSTITUTION: Howard University

SPECIALTY: Community/Clinical Psychology

DEGREES: B.A., Roosevelt University

PROFESSIONAL ACTIVITIES:
- Graduate Teaching Assistant, Howard University

Smedley continued:

- Assistant Director, Garfield Park Comprehensive Community Mental Health Center, Chicago, Illinois
- Group Therapist, Neuropsychiatric Institute, Chicago
- Counselor/Teacher, Institute for Juvenile Research

CAREER GOALS/ASPIRATIONS: Specific goal and areas of interest include research, teaching, community-clinical practice, and mental health consultation. Wishes to continue long years of work with Black youth.

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NAME: Beverly J. Taylor

INSTITUTION: University of Illinois

SPECIALTY: Clinical/Child Psychology

DEGREES: B.A., University of California at Berkeley

PROFESSIONAL ACTIVITIES:
- Mentally Gifted Specialist, Berkeley Unified School District
- Elementary Education Teacher
- Assistant Motivation Specialist, Neighborhood Youth Corps

CAREER GOALS/ASPIRATIONS: Aspires to work in community mental health clinic, doing research in diverse cultural settings and developing psychology theories from a black perspective.

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NAME: Maria Thompson

INSTITUTION: University of North Carolina at Chapel Hill

SPECIALTY: Clinical Psychology

DEGREES: B.A., University of North Carolina at Chapel Hill

PROFESSIONAL ACTIVITIES:
- Summer Intern in Psychology at John Umstead Hospital

CAREER GOALS/ASPIRATIONS: Plans to use her acquired skills as a clinical psychologist and her strong Cuban and minority identification in order to help children to deal with the problems resulting from outside pressures and from inner consequences of belonging to a minority group.

NAME: Pamelia L. Wiltz

INSTITUTION: University of Maryland, College Park

SPECIALTY: Counseling Psychology

DEGREES: B.A., Spelman College
M.Ed., Springfield College

PROFESSIONAL ACTIVITIES:
- Rehabilitation Counselor, Massachusetts
- Testing Administrator, Regional Skills Center, Springfield

CAREER GOALS/ASPIRATIONS: Has the goal of continuing her education to obtain the tools to assess the environment on a more rational and intellectual level, with the aim of providing services and knowledge to a large number of people.

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NAME: Barbara Yee

INSTITUTION: University of Denver

SPECIALTY: Ethno-gerontology

DEGREES: B.A., University of Hawaii at Honolulu

PROFESSIONAL ACTIVITIES:
- Lecturer on Asian American Elderly, University of Denver
- Teaching Assistant, University of Denver
- Teaching Assistant, University of Hawaii
- University of Hawaii Gerontology Institute participant

CAREER GOALS/ASPIRATIONS: Teaching and doing research in ethnogerontology, taking the life-span developmental approach.

SECTION III

1977-78 FELLOWS

1977-78 FELLOWS

NAME: Hortensia Amaro

INSTITUTION: University of California at Los Angeles

SPECIALTY: Developmental Psychology

DEGREES: B.A., University of California at Los Angeles

PROFESSIONAL ACTIVITIES:
- Preschool Director and Teacher, Project Amigos Bilingual/Bicultural Summer Preschool Program
- Coordinator, Students for Ethnic Enrollment, Graduate School of Education, UCLA
- Research Assistant, Spanish Speaking Mental Health Research Center, UCLA
- Research Assistant, Department of Psychology, UCLA

CAREER GOALS/ASPIRATIONS: To make research contributions which will aid professionals in understanding the linguistic and social development of latino children. Plans to make contribution towards this end through scientific investigations of issues related to: second language acquisition, acculturation and cultural socialization within and outside the family structure.

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NAME: Crystal Archable

INSTITUTION: University of North Carolina at Chapel Hill

SPECIALTY: Child/Clinical Psychology

DEGREES: B.S., Morgan State University
M.S., University of Maryland at Baltimore County

PROFESSIONAL ACTIVITIES:
- Counselor, Regional Institute for Children and Adolescents
- Counselor, The Fellowship of Lights, temporary shelter for runaways

CAREER GOALS/ASPIRATIONS: Hopes to establish community-based neighborhood centers. The emphasis of the centers will be to assist children to become emotionally and mentally healthy. She would like to devote her life to working with children.

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NAME: Rita G. Bayless

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Developmental Psychology

DEGREES: B.A., Oberlin College

Bayless continued:

PROFESSIONAL ACTIVITIES:
- Assistant Teacher at the University of Michigan

CAREER GOALS/ASPIRATIONS: Aspires to become a "teacher of teachers." Seeks an academic position teaching on the college level.

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NAME: Victoria M. Binion

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Personality Psychology

DEGREES: A.B., University of Michigan at Ann Arbor
M.A., University of Michigan at Ann Arbor

PROFESSIONAL ACTIVITIES:
- Research Officer, National Women's Drug Research Project, Detroit, Michigan
- Research Assistant, Office of Desegregation, Detroit Public Schools
- Counselor and Therapist, Community Counseling Services of Project Headline in Detroit, Michigan

CAREER GOALS/ASPIRATIONS: Goals center around black family organization and its effect on family roles and sex roles. Will concentrate on co-joint family counseling and analysis of the family system of a person in individual treatment.

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NAME: Peter L. Bunton

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Social Psychology

DEGREES: B.A., Pomona College
M.A., University of Michigan

PROFESSIONAL ACTIVITIES:
- Publication in Journal of Social Psychology, "Attitudes Towards Blackness of Preschool Children Attending a Public School vs. Community-Controlled School"
- Founded the Pomona Day School

CAREER GOALS/ASPIRATIONS: Ultimate goal is to become a psychologist in an administration capacity. Efforts in this capacity will be directed toward shedding light on the concerns, problems and possible solutions facing the educational process today and tomorrow.

NAME: Larry Capp

INSTITUTION: University of Miami at Coral Gables

SPECIALTY: Clinical Psychology

DEGREES: B.A., University of Miami

PROFESSIONAL ACTIVITIES:
- Assistant Teacher at Hope School for the Mentally Retarded
- Practicum experience at the Juvenile Court Mental Health Center in Miami

CAREER GOALS/ASPIRATIONS: Major professional goal is to aid in the implementation and administration of quality mental health programs in the Miami area. Goal is to provide psychological services through a comprehensive community mental health facility.

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NAME: Marcia Chambers

INSTITUTION: University of Indiana

SPECIALTY: Counseling Psychology

DEGREES: B.S., Virginia State College
M.S., Indiana University

PROFESSIONAL ACTIVITIES:
- Counselor at Virginia State College
- Volunteer counselor at the Federal Reformatory in Petersburg, Virginia
- Internship at the Counseling and Psychological Services Center at Indiana University
- Associate Instructor in Afro-American Studies with a joint appointment to the psychology department

CAREER GOALS/ASPIRATIONS: To become a mental health consultant at a university or college counseling center. Interested in having a joint appointment with a counseling psychology department so that she might serve as an instructor and help to develop an adequate and viable training program for counseling psychology trainees.

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NAME: Georgia Chao

INSTITUTION: Pennsylvania State University

SPECIALTY: Industrial/Organizational Psychology

DEGREES: B.S., University of Maryland

Georgia Chao continued:

PROFESSIONAL ACTIVITIES:
- Proctored experimental psychology course
- Voluntarily conducted two seminars concerning male-female roles and prejudice/social movements
- Teaching Assistant for a developmental psychology course
- Research Assistant at NIMH investigating amounts of monoaminozidase (MAO) and its relationship to schizophrenia
- Conducted a biofeedback study on relaxation techniques

CAREER GOALS/ASPIRATIONS: To teach a psychology course on a college level and to research personnel selection and training methods.

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NAME: Julia Chu

INSTITUTION: Boston University

SPECIALTY: Personality Psychology

DEGREES: B.A., University of California at Berkeley

PROFESSIONAL ACTIVITIES:
- Assisted in the establishment of the San Francisco Freedom School and worked as a Teacher's Aide
- Component Coordinator in a project working with minority high school students for Phase II of Boston's desegregation plan

CAREER GOALS/ASPIRATIONS: Educational goal is to offer a viable, comprehensive model that can explain the relationship among socio-economic status, personality variables and situational factors in the area of academic motivation. Her goal as a professional is to continue research in this area of personality motives as it relates to the educational process and to participate actively in the evaluation effort of the educational programs.

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NAME: Margaret Cortese

INSTITUTION: North Texas State University

SPECIALTY: Counseling Psychology

DEGREES: B.A., Incarnate Word College
M.A., Texas Tech University

PROFESSIONAL ACTIVITIES:
- Instructor in the department of psychology
- Director of Counseling Services at Incarnate Word College
- Staff member, Intake Unit Dallas County Mental Health and

Cortese continued:

Mental Retardation Center
- Coordinator, District Community Mental Health Center

CAREER GOALS/ASPIRATIONS: Upon completion of the Ph.D. will seek employment in a community mental health center, preferably in the Southwest, taking a middle management position and working up to levels of greater administrative influence, with the goal of impacting on programs, services, and research relevant to minority people.

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NAME: Marta I. Cruz

INSTITUTION: Columbia University

SPECIALTY: Developmental Psychology

DEGREES: B.S., Cornell University
Ed.M. Columbia University

PROFESSIONAL ACTIVITIES:
- Bilingual Teacher, Bilingual Common Branches
- Volunteer work in Kenya and Zambia with Operations Crossroads Africa
- Classroom Bilingual Professional Assistant, Office of Bilingual Education, New York Board of Education

CAREER GOALS/ASPIRATIONS: Would like to pursue a career related to bilingual education and young children. Would also like to help Hispanic children with cognitive, affective, and all developmental problems they encounter.

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NAME: Hector Fernandez

INSTITUTION: University of California at Davis

SPECIALTY: Clinical Psychology

DEGREES: B.A., Indiana University
M.A., Ball State University

PROFESSIONAL ACTIVITIES:
- Involved in psychophysiological research as an undergraduate research assistant at Indiana University
- Program planner for a community action agency of OEO
- Teaching Assistant for an introductory psychology course
- Volunteer work for the mental health crisis service of the Chicano Community Health Center

Fernandez continued:

CAREER GOALS/ASPIRATIONS: Preparing himself to apply clinical experience and methodological rigor to the delivery of psychological services to Latinos and other third world peoples and to insure that an increased number of minority students have the same opportunity to meet the urgent need for psychological services of the third world population.

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NAME: Miguel A. Firpi

INSTITUTION: Rutgers University

SPECIALTY: Clinical Psychology

DEGREES: B.A., Princeton University
M.A., University of Puerto Rico

PROFESSIONAL ACTIVITIES:
- Psychotherapist at State Psychiatric Hospital, State Mental Health Clinics
- Volunteer in a new community clinic in one of San Juan, Puerto Rico's low income areas.

CAREER GOALS/ASPIRATIONS: To develop psychotherapeutic models which are more applicable to Puerto Rican culture and to design new concepts for community clinics and mental health services at the public level that are more efficient and in tune with the particular socio-economic structure of Puerto Rican society.

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NAME: Patricia Garza

INSTITUTION: University of Texas at Austin

SPECIALTY: School Psychology

DEGREES: B.A., Texas Woman's University
M.Ed., Trinity University

PROFESSIONAL ACTIVITIES:
- Teaching experience of 7,9,10, and 11th graders
- Teaching Assistant at Trinity University
- Teaching Assistant at the University of Texas at Austin
- Adjunct Professor, Trinity University

CAREER GOALS/ASPIRATIONS: As a consultant would like to help school systems translate the findings from assessment procedures into adequate academic programming to meet the needs of all individuals. Her research interests lie in the assessment of minority group children that are Chicano.

NAME: Ricardo Reyes Gonzales

INSTITUTION: University of New Mexico at Albuquerque

SPECIALTY: Clinical Psychology

DEGREES: B.A., University of New Mexico

PROFESSIONAL ACTIVITIES:
- Under direction of Dr. Samuel Roll, clinical psychologist at the University of New Mexico, undertook research on early memory
- Just completed research dealing with the early memories of Chicano and white subjects

CAREER GOALS/ASPIRATIONS: Desires to work in the Spanish community and contribute to the expansion and improvement of literature in clinical psychology.

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NAME: Violet Grayson

INSTITUTION: University of Illinois at Champaign

SPECIALTY: Experimental Psychology

DEGREES: B.S., Morgan State University

PROFESSIONAL ACTIVITIES:
- Assistant to research psychologist at the Gerontology Research Center in Baltimore on animal learning studies based on the aging process
- Laboratory Assistant at Morgan State working on animal taste preference as a factor in the choice between methods of securing food

CAREER GOALS/ASPIRATIONS: Major goal is to add to or change the existing theories and principles of animal learning. The specific areas of contribution are taste aversion learning, behavior genetics and the application of behavior theories to the ultimate extinction of the street rat.

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NAME: Diane Harris

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: School Psychology

DEGREES: B.A., University of California at Santa Barbara
M.A., University of Michigan at Ann Arbor

Harris continued:

PROFESSIONAL ACTIVITIES:
- Internship at Pediatrics and Psychology at the University Hospital of the University of Michigan
- Taught undergraduate psychology course at Michigan
- At present engaged in clinical internship at the Institute for Mental Retardation and Related Disabilities

CAREER GOALS/ASPIRATIONS: As a School Psychologist with a Ph.D. and a black women, her goal is to change the attitudes of many psychologists in administrative and testing roles about assessing and diagnosing minority children's behaviors.

* * *

NAME: Eugene Hightower

INSTITUTION: Wright Institute

SPECIALTY: Clinical Psychology

DEGREES: B.A., Harvard University
M.S.W., University of California at Berkeley

PROFESSIONAL ACTIVITIES:
- Summer Director and Head Teacher at the St. John's Child Care Center in Berkeley
- Social Work Trainee, Counselor and teaching experiences in both Berkeley and Cambridge, Massachusetts

CAREER GOALS/ASPIRATIONS: Desires to be in a position of training and teaching within a a university setting, the methods and morals of clinical intervention. His specialty within clinical is child psychotherapy.

* * *

NAME: Marjorie Hill

INSTITUTION: Adelphi University

SPECIALTY: Clinical Psychology

DEGREES: A.A, Staten Island Community College
B.A., Adelphi University

PROFESSIONAL ACTIVITIES:
- Tutoring and counseling at South Beach Psychiatric Center and Hempstead Drug Abuse Center
- Senior Counselor and Field Supervisor at the Jamaica Children's Shelter

Hill continued:

CAREER GOALS/ASPIRATIONS: Upon completion of training, desires to establish or participate in some type of community setting, Her participation would involve both individual and group therapy for various ages, provided on a sliding fee scale. In addition, the center also should provide services that help alleviate the problems that contribute to poor mental health.

* * *

NAME: Joseph Horvat

INSTITUTION: University of Nebraska at Lincoln

SPECIALTY: Social and Personality Psychology

DEGREES: B.A., Fort Lewis College in Psychology
B.A., Fort Lewis College in Business Administration

CAREER GOALS/ASPIRATIONS: Major career goals center around teaching psychology at the undergraduate college level. Secondary goal is to show other minority students that it is possible to achieve higher education potentials.

* * *

NAME: Ann C. Hymes

INSTITUTION: University of Maryland at College Park

SPECIALTY: Social Psychology

DEGREES: B.A., Federal City College

PROFESSIONAL ACTIVITIES:
- Spent past several years with EEO in the Office of Education counseling employees on their rights under the Equal Employment Opportunity Act of 1972.
- Intern in U.S. Office of Education
- Published for the U.S. Office of Education a pamphlet entitled: "Fellowship and Internship Opportunities for Federal Employees"

CAREER GOALS/ASPIRATIONS: This student feels that a Ph.D. in psychology will provide her with the expertise to use sound research methods, develop theory and contribute to a base of information which can be used for the purpose of restructuring this society's institutions to meet the needs of all its members.

* * *

NAME: Stella Kyle

INSTITUTION: University of Texas at Austin

Kyle continued:

SPECIALTY: Counseling Psychology

DEGREES: B.A. and M.A., Texas Tech University

PROFESSIONAL ACTIVITIES:
- Employed at the Bexas County Mental Health Mental Retardation Center
- Served as consultant for special education teachers with the San Antonio Independent School District

CAREER GOALS/ASPIRATIONS: Would like to work as a psychologist in a mental health/mental retardation center to provide direct client services. Would also like to train paraprofessionals for work with the Mexican-American community.

* * *

NAME: Margarita LaBarta

INSTITUTION: University of Maryland at College Park

SPECIALTY: Clinical Psychology

DEGREES: B.S., Barry College

PROFESSIONAL ACTIVITIES:
- Internship at a school for retarded youngsters (The Marian Center for Exceptional Children)

CAREER GOALS/ASPIRATIONS: On a long term basis would like work which would allow her to function as a "scientist-practitioner." Would be helping to develop better and more effective methods based on a deeper, more complete understanding of the psychological processes.

* * *

NAME: Harry Lawson

INSTITUTION: University of Arizona

SPECIALTY: Clinical Psychology

DEGREES: A.A., Southern Colorado State College
B.A., Chapman College
M.A., Chapman College

PROFESSIONAL ACTIVITIES:
- Engaged in research attempting to describe the attitudes of Mexican-American in-patients toward mental illness and psychiatric hospitals. Also investigating the relationship between attitude, amount of psychopathology, race and improvement in relation to treatment.

Lawson continued:

CAREER GOALS/ASPIRATIONS: To focus on teaching, research, practicing therapy and writing. Would also like to develop an attitude scale that may more accurately elicit attitudes in minority patients. Additionally, hopes to develop better methods of assessing the amounts of psychopathology in minority populations.

* * *

NAME: Joe L. Lerma

INSTITUTION: University of Texas at Austin

SPECIALTY: Clinical Psychology

DEGREES: Ed.M., Harvard University

PROFESSIONAL ACTIVITIES:
- Research experiences dealing with the different cognitive perceptions of empathy among Mexican and Anglo-American college students.

CAREER GOALS/ASPIRATIONS: Future goals include refining and elaborating his research skills while studying for a doctorate degree. It is his desire as a future educator to prompt interested students to engage in research which will suggest useful avenues of intervention in community settings with large numbers of Blacks, Mexican-Americans, Puerto Ricans, and other low socioeconomic groups.

* * *

NAME: Anthony Lopez

INSTITUTION: California School of Professional Psychology

SPECIALTY: Clinical Psychology

DEGREES: A.A., Rio Hondo College
B.A. and M.S., California State at Long Beach

PROFESSIONAL ACTIVITIES:
- Volunteer to a community mental health center working with Chicano families
- Part time staff counselor with the Chicano/non-Chicano catchment area providing individual, group, mental, and life crisis counseling.

CAREER GOALS/ASPIRATIONS: Interested in evaluating the outcome of home-based treatment when compared to inpatient treatment settings. Hopes his involvement with other Chicano professional teachers, and parents will help to ameliorate the poor mental health care among Chicano people.

NAME: Steven Lopez

INSTITUTION: University of California at Los Angeles

SPECIALTY: Clinical Psychology

DEGREES: B.A., Claremont Men's College

PROFESSIONAL ACTIVITIES:
- Community Worker, Outpatient facility of a community mental health center in Tucson, Arizona
- Research Assistant/Bibliographer, Spanish Speaking Mental Health Center at UCLA

CAREER GOALS/ASPIRATIONS: Major interest lies in research, particularly of clinical-community issues. Goals are directed towards the academic setting as a professor/scientist. Additionally, hopes to maintain strong ties with the community as a consultant.

* * *

NAME: Jerry Maynor

INSTITUTION: Oklahoma State University

SPECIALTY: Clinical Psychology

DEGREES: A.B. and M.A., East Carolina University

PROFESSIONAL ACTIVITIES:
- Worked with the N.C. Division of Prisons and State Mental Hospitals; Primary emphasis and work experience has been with adolescents and young adults.

CAREER GOALS/ASPIRATIONS: To obtain a Ph.D. in psychology and work to make mental health services available to Native Americans. Plans to work with Indian Health Services, and eventually go into private practice and make his services available to Indian adolescents and young adults.

* * *

AME: Bertha Melgoza

INSTITUTION: University of New Mexico

SPECIALTY: Clinical Psychology

DEGREES: A.S., Imperial Valley State College
B.A. and M.A., Pepperdine University

Melgoza continued:

PROFESSIONAL ACTIVITIES:
- Worked as a Bilingual Counselor at Orange Coast College dealing with the financial difficulties of students, their personal problems and cultural adjustment problems.
- Consultant with Upward Bound Program and Blind Students International Scholarship Program
- Several volunteer assignments working with the Blind

CAREER GOALS/ASPIRATIONS: Plans to engage in research and psychotherapy to help others improve their learning and motivation.

* * *

NAME: Janice Y. Nakagawa

INSTITUTION: University of Oregon

SPECIALTY: Counseling Psychology

DEGREES: B.A. and M.A., San Francisco State University

PROFESSIONAL ACTIVITIES:
- Counselor, San Francisco Unified School District
- Development of in-service training for the staff of the San Francisco Japanese American Community Youth Center
- Involvement with a counseling program in a community college working with students from various ethnic groups who had previous negative experiences and who required more extensive/intensive counseling than the general student population.

CAREER GOALS/ASPIRATIONS: Her plans include becoming more involved with community groups and/or with social agencies within the community setting. In particular, she would like to deal with staff development working with people from the community in defining needs, creating goals and implementing approaches to achieve them.

* * *

NAME: Stanley Nakashima

INSTITUTION: University of Utah at Salt Lake City

SPECIALTY: Clinical Psychology

DEGREES: A.A., Mt. San Antonio College
B.A., University of California at Irvine

PROFESSIONAL ACTIVITIES:
- Senior undergraduate clinician at the Orange Co. Department of Mental Health in California
- Clinical experience at the University of California

Nakashima continued:

CAREER GOALS/ASPIRATIONS: Would like to do academic research and teaching in the area of special mental health problems faced by minorities, expecially Asian-Americans. Would also like to be involved in the delivery of direct mental health services to Asian-American minorities.

* * *

NAME: Thomas Jeffrey Neal

INSTITUTION: University of Maryland at College Park

SPECIALTY: Clinical/Community Psychology

DEGREES: A.A., Montgomery College
B.A., American University

PROFESSIONAL ACTIVITIES:
- Consultant at American University's Counseling Center to their Peer Counseling Training Program
- Lectured at St. Elizabeth's Hospital in Washington, D.C. on Black sexuality

CAREER GOALS/ASPIRATIONS: Plans to be involved primarily in the delivery of mental health services. His perspective will be that of a clinical psychologist with a very strong community psychology approach. His primary focus will be to work in a lower class black community setting.

* * *

NAME: Sandra L. Pacheo

INSTITUTION: University of Texas at Austin

SPECIALTY: Counseling Psychology

DEGREES: A.A., South Texas Jr. College
B.S., University of Houston
M.S., Oklahoma State University

PROFESSIONAL ACTIVITIES:
- Traineeships at Oklahoma State University
- Consultantships at the University of Texas at Austin
- Research Assistant at the University of Texas
- Research Associate at the Counseling Psychology Services Center, University of Texas at Austin

CAREER GOALS/ASPIRATIONS: Desires to work with families. Included in this work would be an educational training program as well as family, groups, and individual counseling, preferably in a community mental health agency or clinic.

NAME: Robert Perez

INSTITUTION: University of California at Los Angeles

SPECIALTY: Clinical Psychology

DEGREES: B.A., California State at Northridge
M.A., University of California at Los Angeles

PROFESSIONAL ACTIVITIES:
- Half-time clinical psychology intern at the Acute Psychiatric Unit of the local county hospital
- Research Assistant at the Spanish Speaking Mental Health Center at UCLA

CAREER GOALS/ASPIRATIONS: As a Chicano, he has an interest in alleviating some of the misery and frustration which characterizes the condition of his people. As a clinical psychologist, will be equipped with an experimental and interpersonal methodology which will allow for a contribution toward alleviating these problems. Also leaning towards an academic career which would allow for the opportunity to conduct research.

* * *

NAME: Juanita Reaves

INSTITUTION: Howard University

SPECIALTY: Devleopment Psychology

DEGREES: B.A., Spelman College

CAREER GOALS/ASPIRATIONS: To become a child psychologist. As a child psychologist, she views her role as three-fold (1) she would be able to work in an administrative capacity, designing and supervising programs whose aim is to promote the psychological and social well being of children,;(2) she would be able to work with children in a therapeutic capacity, be it individual counseling or group situations and, (3) she wculd be able to conduct research which should enhance knowledge of the developing child.

* * *

NAME: Deborah Ridley

INSTITUTION: University of Maryland

SPECIALTY: Clinical Psychology

DEGREES: B.S., Brown University

Ridley continued:

PROFESSIONAL ACTIVITIES:
- Resident Counselor for female entering students and Coordinating Activities Instructor for three other counselors
- Volunteer, Institute of Mental Health, Cranston, Rhode Island

CAREER GOALS/ASPIRATIONS: To equip herself with the knowledge and skills that would be of service not only to society in general, but especially oppressed groups.

* * *

NAME: Jacqueline Rodriquez

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Social Psychology

DEGREES: A.B., Occidental College, Los Angeles

PROFESSIONAL ACTIVITIES:
- Worked part time in admissions office recruiting and counseling first year Chicano students
- Engaged in various research projects which were personally initiated and concerned with ethnicity and its relationship to social issues.

CAREER GOALS/ASPIRATIONS: Would like to become a professor of psychology engaging in significant research to increase society's awareness of the social problems of ethnic groups in the U.S.

* * *

NAME: Michael Rodriquez

INSTITUTION: University of New Mexico

SPECIALTY: Clinical Psychology

DEGREES: B.A., New Mexico State University

PROFESSIONAL ACTIVITIES:
- Student Aid for the Penitentiary of New Mexico
- Social Work Trainee at the VA Hospital in Albuquerque, N.M.
- Student Aide, Santa Fe Community Action Program

CAREER GOALS/ASPIRATIONS: Personal career goal is employment in a field where he may be afforded an opportunity to scientifically research minority issues as they apply to changeable behavior patterns.

* * *

NAME: Carlos Saucedo

INSTITUTION: University of New Mexico

SPECIALTY: Clinical Psychology

DEGREES: B.A., University of Texas at El Paso
M.A., University of Texas at El Paso

PROFESSIONAL ACTIVITIES:
- Teaching Assistant at the University of Texas

CAREER GOALS/ASPIRATIONS: Short term goals include doing research in the area of information processing and working with clinical depressives while working toward a Ph.D. on the academic side, and would like to teach courses in clinical psychology and continue doing research on various clinical problems in order to evaluate the efficacy of the various modes of psychotherapy.

* * *

NAME: Mike K. Sayama

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Clinical Psychology

DEGREES: B.A., Yale University

PROFESSIONAL ACTIVITIES:
- Taught at half-way house for young people with drug problems
- Interviewed and assessed patients for the St. Francis Hospital Chronic Pain Study Unit in Hawaii

CAREER GOALS/ASPIRATIONS: To teach on the college level and to practice therapy in the community. Eventually hopes to work with Asian Americans for whom the conventional mode of individual, verbal, and uncovering therapy seems less viable than for other populations because of cultural factors.

* * *

NAME: Ronald R. Suarez

INSTITUTION: University of Michigan at Ann Arbor

SPECIALTY: Experimental Psychology

DEGREES: B.A., New York University

PROFESSIONAL ACTIVITIES:
- Counselor in a crisis center dealing with street people and runaways

Suarez continued:

CAREER GOALS/ASPIRATIONS: To obtain a university position in which teaching and continued research would be possible.

* * *

NAME: Ann Taketa

INSTITUTION: University of Hawaii

SPECIALTY: Educational Psychology

DEGREES: B.Ed., and M.Ed., University of Hawaii

PROFESSIONAL ACTIVITIES:
- Graduate Assistant in the Department of Educational Psychology
- Test Monitor for Title I in Hawaii Public School System

CAREER GOALS/ASPIRATIONS: Psychology and education serve as the platforms from which her concerns can be pursued, and many extensions of present research can stem, particularly in the islands where the unique racial mixture nurtures children in ways dissimilar from other populations.

* * *

NAME: Mitzi Tanaka

INSTITUTION: University of Hawaii

SPECIALTY: Clinical Psychology

DEGREES: B.S. and M.S., University of California at Davis

PROFESSIONAL ACTIVITES:
- Research Assistant, Department of Applied Behavioral Sciences
- Teaching Assistant in Asian American Studies in the Department of Applied Behavioral Sciences
- Intern, Foster Youth Program in rural public schools working with children with special needs
- Paper presentation at the Fifth International Congress of Social Psychiatry in Athens, Greece entitled: "Childhood Stories: A Resource of Self-Esteem for Growing Minority Women."

CAREER GOALS/ASPIRATIONS: Although she feels close to and would like to serve all humankind, she would particularly like to facilitate the adjustment of immigrant and refugee Asian populations to the American experience. Only after developing clinical and research skills and a mature perspective, will she be able to assist others to live a richer and fuller life.

NAME: Donna Taylor

INSTITUTION: Washington University in St. Louis

SPECIALTY: Counseling

DEGREES: A.B., University of Missouri
M.A., Washington University

PROFESSIONAL ACTIVITIES:
- Administrative Assistant to Associate Director of Housing at Washington University
- Volunteer Counselor at the St. Louis Association of Black Psychologists Community Mental Health Center
- Part time advisor to the Associate Vice-Chancellor for Student Affairs at Washington University
- Volunteer at the King-Fanon Community Mental Health Center

CAREER GOALS/ASPIRATIONS: Would like to be employed in a research facility, perhaps a non-profit foundation institute or university.

* * *

NAME: Ronald Tiggle

INSTITUTION: University of California at Los Angeles

SPECIALTY: Social Psychology

DEGREES: B.S., Howard University
M.A., California State University at Long Beach

PROFESSIONAL ACTIVITIES:
- Volunteer worker at the Martin Luther King Neighborhood Center at UCLA

CAREER GOALS/ASPIRATIONS: To conduct social action research in minority issues.

* * *

NAME: Donald Tillery

INSTITUTION: Stanford University

SPECIALTY: Social Psychology

DEGREES: B.S., Wesleyan University
M.S., Rutgers University

PROFESSIONAL ACTIVITIES:
- Psychology Instructor with the Department of Behavioral Sciences of Essex Community College

Tillery continued:

- Intern Teacher at the Urban Institute, Essex Community College
- Instructor, Mathematics at Bloomfield College

CAREER GOALS/ASPIRATIONS: Intends to teach on the college level while continuing research. Would like to be an innovator who can add to the revitalization of theory and research. Secondly, would like to be a part of designing radical programs for the real educational development of young minds.

* * *

NAME: Mavis Tsai

INSTITUTION: University of Washington at Seattle

SPECIALTY: Clinical Psychology

DEGREES: B.A., University of California at Los Angeles

PROFESSIONAL ACTIVITIES:
- Counselor, Los Angeles Rape Crisis Hotline and subsequently UCLA Helpline
- Did Birth Control and Sexuality Counseling as a Peer Counselor at the UCLA Peer Health Counselor Program
- Back-up teaching parent in the Camarillo State Hospital Teaching Homes Project for autistic and delinquent children
- Undergraduate teaching assistant for an introductory behavior modification course

CAREER GOALS/ASPIRATIONS: In the process of obtaining a Ph.D. degree hopes to make some significant research contrbution in Asian American psychological perspectives. After obtaining degree, plans to work actively in the area of Asian American community mental health while concomitantly pursuing an interest in research and teaching at a major university.

* * *

NAME: Jennie Yee

INSTITUTION: Boston University

SPECIALTY: Clinical Psychology

DEGREES: A.A., San Francisco City College
B.A. and M.S., San Francisco State University

PROFESSIONAL ACTIVITIES:
- Co-taught an Asian women's course
- Part-time lecturer in the psychology department at San Francisco State University
- A number of teaching and consulting and group organization positions in the San Francisco community

Yee continued:

CAREER GOALS/ASPIRATIONS: Anticipates research into areas such as: psychotherapeutic processes of bilingual/bicultural behavioral therapeutic treatment of minorities, etc. Also anticipates working on organization development, mental health consultation and evaluation to monitor and predict future needs and effectiveness. She also anticipates teaching in a university system to share research ideas and finally, to maintain an experiential knowledge of theories by practicing clinical techniques with a varied population.

* * *

NAME: Belen B. Zayas

INSTITUTION: New York University

SPECIALTY: Clinical Psychology

DEGREES: B.A., Radcliffe College

PROFESSIONAL ACTIVITES:
- Social Worker, Fox Street Relocation Center, New York City
- Instructor of Bilingual Psychology, Roxbury Community College
- Research Assistant, "Nostros Theatre" a WBZ Hispanic Production

CAREER GOALS/ASPIRATIONS: Primary career goal is to provide culturally relevant mental health services in economically deprived Puerto Rican communities. Another goal is to conduct research concentrating on mental health problems in the Puerto Rican community. Drawing upon her research she would seek to educate Puerto Ricans to prevent and recognize mental illness.

APPENDIX I

MINORITY FELLOWSHIP PROGRAM
OF THE
AMERICAN PSYCHOLOGICAL ASSOCIATION

POLICIES AND PROCEDURES

THE APPLICATION PROCESS

Students requesting applications to the Minority Fellowship Program are mailed an application form along with the MFP brochure and a letter of invitation from the Director, which advises them to return all information as soon as possible to meet the deadline requirement for all materials to be in the Central Office.

All incoming applications are stamped with the current date. After this is done, the procedure is as follows:

1. To make sure the application is complete, i.e. applications must be signed in ink with all appropriate information entered. If not complete, a form letter is sent along with the incomplete application indicating the student has not completed the application and the processing will be delayed until the completed application is returned.

2. Each applicant will have a data card prepared which is kept in the data bank on the A.A.'s desk. The data card contains the following information:

   - Name
   - Address
   - Geographical Area
   - Overall GPA
   - Grade Point Average (Undergraduate)
   - Specialty Area Designation
   - Present School Enrollment/Expected School Enrollment
   - Undergraduate Major
   - Ethnic Identification
   - Sex

Within the data bank all cards are alphabetized and sorted according to geographical area.*

A file folder is made for each applicant with the MFP stamp on the outside of the folder indicating whether the application is completed by checking for the following information:

- Application/Statement
- Transcript(s) (should be stamped with school's official seal)
- Essay
- Letters of Recommendation
- Data Bank

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*Administratively the country is divided into three geographical areas (see map Appendix I) each served by three members of the Advisory Committee. These geographical areas serve as a convenient division of labor for the initial processing and screening of applications. Additionally, site-visits are made to students enrolled in institutions in these areas principally by Advisory Committee members located in these areas.

Individual Advisory Committee members evaluate the application materials using the criterion questionnaire as a guide (see Appendix II). At a final meeting of the Advisory Committee, these evaluations are discussed and reviewed by the entire committee in executive session. At this time a list is arrived at within the geographical area and for each ethnic group representation.

This final list is used by the director in negotiating package awards (remission of tuition/fees and matching stipend) with appropriate psychology programs. As a function of these negotiations, a final list of awardees (Fellows) is established. Additionally, a second category of students is designated as unfunded Fellows or Alternates. The following criteria are used for final selection:

- o Ethnicity
- o Conceptual Area
- o Sex
- o Geographical Area
- o Institutional Characteristics
- o Academic Strengths

THE SITE VISITING PROCEDURE

The site visit has a number of formats, depending on the institution, but always with these objectives:

(a) collection of data
(b) student assessement/counseling
(c) technical assistance and negotiation of financial arrangements with institutions

The content of information collected during the site visit is largely determined by the questionnaire. The following time phase for each area team is to be followed to whatever extent possible. This may be modified in subsequent years.

Area I - December/January (Phase II)
Area II - February/March (Phase III)
Area III - October/November (Phase I)

In preparing for site visits, the following guidelines may prove to be helpful:

- The team coordinator makes contact with each team member to determine a calendar that reflects a minimum of three (3) alternative dates for each institution, with preparation for spending two (2) consecutive days at any given institution if necessary and appropriate. A list of possible clusters for site visits that may facilitate combined travel has been prepared (see Appendix I).

- The team coordinator then communicates these dates to the Director who will make the contacts with the institutions to negotiate dates.

- The director will then make contact with the team coordinator once he is in a position to confirm final dates.

- The director will send letters to department heads, student advisors, students, and other key persons within the school to announce the interview sessions and to present the visiting team.

- The Central Office has prepared a packet of materials which will be sent to each team coordinator. Each team member will also receive a letter of notification and a packet of materials which will contain:

    - o questionnaires (department and student)
    - o student information
    - o expense forms

- The director will make all hotel reservations. Individual committee members are responsible for making their own travel arrangements.

- Interviews and discussions will be held with the department chairperson, advisors, affirmative action officer, graduate admission person, dean, provost and other members of the administration empowered to make decisions about tuitions, stipends and remission support.

- The student may participate in these discussions with university personnel to whatever extent possible.

- At the conclusion of the interview session, the team coordinator will confer with team members to obtain consensus about the contents of the report that is to be submitted to the director. This report should include recommendations regarding continuation of support.

- All reports from Advisory Committee members should be forwarded to the Central Office as soon as the site visit as possible!

- The director of the program, when possible, will accompany teams to establish uniformity of approach and orientation. In no case will a new Advisory Committee member make visitations alone!

THE DIRECTOR

The director is responsible for the initiation and coordination of all projects within the Minority Fellowship Program. He is to attend a significant number of professional meetings, serve on Boards and Committees within the American Psychological Association, and provide consultation/technical assistance services to groups and departments of psychology across the country.

Recruitment/Publicity

The director visits all academic institutions in which the Fellows are enrolled and proposes to enroll. The purpose of the visit is to present MFP to students and faculty; negotiate matching fund arrangements for fellowship stipends.

Public Relations

An essential ingredient to the success of the efforts of the Fellowship Program is its public relations efforts. The director is responsible for the design and content of all brochures, announcements, and press releases that are released to the general public. A significant number of interviews should also be part of the publicity for recruitment of fellows.

In a further effort to generate applications for minorities interested in graduate programs in psychology, the director initiates news for an MFP newsletter, prepares a roster of promising minority students to send to interested graduate programs, and other projects that will facilitate minority student enrollment in graduate programs of psychology.

Research

The director is attempting to develop a Life History Profile of APA Fellows and other significant research related to students who have applied but not been accepted, and those accepted for fellowships.

Funding

The director is totally responsible for fund-raising. He will write and distribute proposals and make telephone contacts for financial assistance for stipend support of Fellows and administrative functioning of the Central Office.

THE ADVISORY COMMITTEE

The role of the Advisory Committee to the Minority Fellowship Program is to help implement policy and procedures and assist the director in site-visitations, selection of Fellows and to provide opinions in decisions related to Fellows. The Advisory Committee is an ad hoc committee of the Board of Directors and is to have a strictly advisory function with the final decisions on the operation of the program to be made by the Program director.

The Advisory Committee is to be composed of nine members who will be subdivided with site visitation responsibilities into three geographical areas (see Appendix I). One person on the area team will serve as area coordinator and representative to the Executive Committee of the Advisory Committee. The chairperson of the Advisory Committee also serves as chairperson of the Executive Committee.

The Committee will meet twice a year for the purpose of receiving reports from the director and to provide input in the form of recommendations on policy and program operation. Executive Committee meetings may be called by the chairperson or director as appropriate. The director may serve on all committees as ex officio without vote.

ADVISORY COMMITTEE MISSION STATEMENT

The Advisory Committee to the APA Minority Fellowship Program assists the director in the selection and evaluation of Fellows. Additionally, the committee serves as a policy advisory group. Typically, its composition has consisted of seven professionals and two students. Membership on the committee is arranged so that each of three geographical areas (Farwest, Midwest and South, and Northeast) is represented by three members (see enclosed map). These geographical areas serve as a convenient division of labor for the initial processing and screening of applications for stipend awards, and for site visting purposes.

The site visit has a number of formats, depending on the institution, but always with these objectives: 1) collection of data, 2) student assessment, 3) negotiation of financial arrangements with the institution. The content of the site visit is largely determined by a "student" and "departmental" questionnaire that is provided to the site visiting team. During the visits, the committee members provide consultation to the students, evaluate their progress, and give input to departmental and university personnel regarding ethnic minority concerns. Approximately five or six site visits to one or more schools at a time are required for each area. (This may change as the number of involved institutions increases).

In addition to the site visiting responsibilities, the other major responsibility of the Advisory Committee is the review and screening of hundreds of applications, and attendance at two two-day meetings at APA Central Office in Washington, D.C.

The Committee members, in their advisory capacity, have been crucial to the success of the Minority Fellowship Program. It is a serious commitment and requires considerable time and energy.

ADVISORY COMMITTEE MEMBERS BY YEAR OF APPOINTMENT

Year 1: 1974	Dr. Gilfred Tanabe (1)
	Dr. Charles Thomas (2)
	Dr. Amada Padilla (3)
	Dr. Derald Sue (1)
	Dr. Nicholas Abeyta (2)
	Dr. Bernadette Gray-Little (2)
	Dr. Marlene Echohawk (1)
	Dr. Carlos Albezu-Miranda (1)
	Ms. Kumea Shorter (3)
	Dr. Carolyn Attneave (3)
	Dr. Benson Parks (2)
	Dr. George Jackson (3)
Year 2: 1975	Dr. Albert H. Yee (3)
	Dr. Charles Thomas (2)
	Dr. Carolyn Attneave (3)
	Dr. Nicholas Abeyta (2)
	Dr. Bernadette Gray-Little (2)
	Dr. Benson Parks (2)
	Dr. Margarita Garcia (3)
	Ms. Kumea Shorter (3)
	Dr. George Jackson (3)
Year 3: 1976	Dr. Albert Yee
	Dr. Charles Thomas
	Dr. Nicholas Abeyta
	Dr. Marlene Echohawk
	Dr. Madelyn Chennault
	Dr. George Jackson
	Dr. Rodney Hammond
	Dr. Margarita Garcia
	Ms. Kumea Shorter

AREA BREAKDOWN OF FELLOWS AND INSTITUTIONS

AREA I		AREA II		AREA III	
INSTITUTIONS	# OF STUDENTS	INSTITUTION	# OF STUDENTS	INSTITUTION	# OF STUDENTS
UCLA	3	U. of Illinois	3	Adelphi	1
UC/Santa Cruz	1	Indiana	1	Boston	3
Claremont	1	Louisiana	1	Bowling Green	1
Denver	1	Miami	1	CUNY	4
Utah	2	Michigan	10	Clark	1
Univ. of Washington	1	Minnesota	1	Delaware	1
TOTAL	9	Nebraska	3	Geo. Washington	1
		North Carolina	4	Howard	1
		Texas	2	Maryland	3
		Wayne State	1	Columbia	2
		TOTAL	27	Tennessee	1
				TOTAL	19

Clusters:

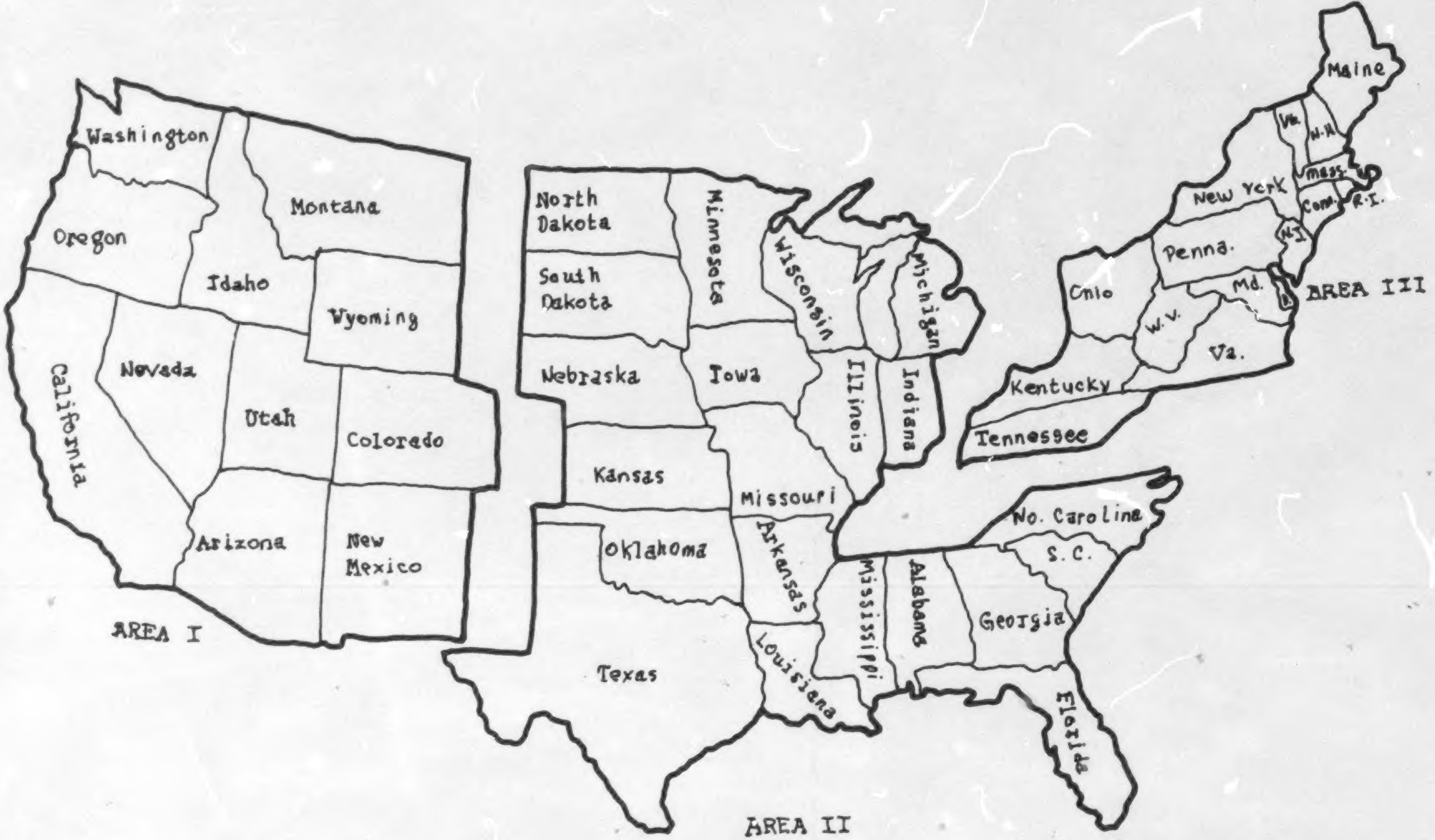
UCLA/Claremont
Denver/Utah
Santa Cruz
University of Washington

Clusters:

Univ. of Ill./Indiana
Michigan/Wayne State
Texas/Louisiana/Miami
Nebraska/Minnesota
North Carolina

Clusters:

Adelphi/CUNY/Columbia
Boston/Clark
Geo. Wash./Howard/Maryland
Bowling Green State
Delaware
Tennessee


Washington
Oregon
California
Idaho
Nevada
Montana
Wyoming
Utah
Colorado
Arizona
New Mexico
AREA I
North Dakota
South Dakota
Nebraska
Kansas
Oklahoma
Texas
Minnesota
Iowa
Missouri
Arkansas
Louisiana
Wisconsin
Illinois
Michigan
Indiana
Mississippi
Alabama
Georgia
Florida
No. Carolina
S. C.
AREA II
Maine
Vt.
N.H.
Mass.
R.I.
Conn.
New York
N.J.
Penna.
Md.
Ohio
W.V.
Va.
Kentucky
Tennessee
AREA III

AMERICAN PSYCHOLOGICAL ASSOCIATION
MINORITY FELLOWSHIP PROGRAM
SITE VISIT QUESTIONNAIRE
(student form)

MADE BY: ________________	DATE: ________________
________________	TIME VISIT BEGAN: ____________
________________	TIME VISIT ENDED: ____________
Name of Institution:	Name of Fellow:
Address:	Local Address:
Department Chairperson:	Advisor:
Title:	Title:
Telephone Number:	Telephone Number:

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1. Fellow's specialty area:

2. Fellow will be engaged in full-time study for the Ph.D. from:

________________ to ________________
(month and year) (month and year)

3. List courses, placements, research and other academic work Fellow will be involved in during the 1976/77 academic year:

4. a) Is there an indigenous ethnic minority community in which Fellow is involved?

Yes ( ) No ( )

b) Please identify and explain involvement:

5. Fellow's assessment of his/her academic performance to date. Please check appropriate rating:

1. _____ Excellent (superior quality in all courses, research, placements and other academic work)
2. _____ Above average (high quality performance in all courses, research, placements and other academic work)
3. _____ Good (slightly above average quality in all courses, research, placements and other academic work)
4. _____ Fair (average quality in all courses, research, placements and other academic work)
5. _____ Below average (slightly below average quality in all courses, research, placements and other academic work)
6. _____ Poor (deficient quality in all courses, research, placements and other academic work)
7. _____ Failing (unsatisfactory quality in all courses, research, placements and other academic work)

Please comment on rating:

6. Fellow's extracurricular activities - Please specify:

a) volunteer work

b) employment

c) sports

d) hobbies

e) other

7. Specific problems encountered by Fellow in dealing with:

a) institution

b) department

c) faculty/supervisor

d) students

e) courses

f) placements/internship

g) other

8. What does Fellow consider to be the strengths and weaknesses of the program?

   a) strengths

   b) weaknesses

9. Is there any organized group that ethnic minority graduate students can involve themselves in for academic, political, community or other reasons in order to be recognized, modify policies, etc. What is Fellow's involvement in that organization?

10. a) Are there any courses, special events, lectures, etc. sponsored by the department that relate specifically to ethnic minority concerns? Be specific.

    b) To what extent has student had the opportunity to pursue research involving ethnic minority concerns? Please explain.

12. How would Fellow evaluate his/her training to date with particular reference to ethnic minority considerations?

    1. _____ Excellent (department/faculty offer a wide variety of courses, research opportunities and community experiences. Faculty and administration are large enough and broad enough in interests to meet student/program needs. Excellent communication among and between faculty/students)

    2. _____ Above average (department/faculty offer a wide variety of courses research opportunities and community experiences. Faculty and administration are adequate in size and scope to meet student/program needs. Generally good communication among and between students/faculty.)

    3. _____ Good (department/faculty offer wide variety of courses, research opportunities. Program could better utilize community resources. Faculty and administration should be enlarged in order to meet needs of students/program but faculty has broad interests. Communication among and between students/faculty is generally good.)

    4. _____ Fair (department/faculty offer a wide variety of courses, research opportunities and community experiences. Faculty and administration are too small to meet student/program needs. Communication among and between students/faculty needs improvement.)

    5. _____ Below average (department/faculty could offer a wider variety of courses, research opportunities and community experiences. Faculty and administration are too small in size and narrow in scope to deal with student/program needs. Communication among and between student/faculty needs improvement.)

    6. _____ Poor (department/faculty offer limited variety of courses. Research opportunities and involvement in community activities are almost totally lacking. Faculty and administration are too small in size and narrow in scope to meet student/program needs. Communication among and between faculty/students is generally poor.)

    7. _____ Failing (department/faculty offer very limited variety of courses. Research and community involvement opportunities are almost totally lacking. Size and scope of faculty and administration are entirely inadequate in terms of meeting student/program needs. Very poor communication among and between students/faculty.)

Comments:

THE FOLLOWING TO BE ANSWERED BY SITE VISITING TEAM:

13. Likelihood of Fellow's successful completion of program. Please rate.

.1	.2	.3	.4	.5	.6	.7	.8	.9	1.0

Extremely Unlikely

Extremely Likely

14. Recommendation on continuation of funding for Fellow:

a) continue funding

b) discontinue funding

Comment if recommendation is to discontinue funding.

AMERICAN PSYCHOLOGICAL ASSOCIATION
MINORITY FELLOWSHIP PROGRAM
SITE VISIT QUESTIONNAIRE
(department form)

MADE BY: ______________________	DATE: ______________________
______________________	TIME VISIT BEGAN: ______________________
______________________	TIME VISIT ENDED: ______________________
Name of Institution:	Name of Fellow:
Address:	Local Address:
Department Chairperson:	Advisor:
Title:	Title:
Telephone Number	Telephone Number:

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1. Write a brief description of the programs and training offered by the psychology department.

2. Names and titles of departmental persons with whom you visited:

3. a) Has Fellow been admitted to Ph.D. candidacy? Yes ( ) No ( )
   Date of admittance ______________________

   b) If not, what is the expected date of admittance? ______________________

   c) Is dissertation in progress? Yes ( ) No ( )

4. List courses, placements, research and other academic work Fellow is expected to be involved in during the 1976/77 academic year:

5. Fellow's academic performance to date. Please check appropriate rating:

1. _____ Excellent (superior quality in all courses, research, placements and other academic work)
2. _____ Above average (high quality performance in all courses, research, placements and other academic work)
3. _____ Good (slightly above average quality in all courses, research, placements and other academic work)
4. _____ Fair (average quality in all courses, research, placements and other academic work)
5. _____ Below average (slightly below average quality in all courses, research, placements and other academic work)
6. _____ Poor (deficient quality in all courses, research, placements and other academic work)
7. _____ Failing (unsatisfactory quality in all courses, research, placements and other academic work)

Please comment on rating:

6. Likelihood of Fellow's successful completion of program. Advisor, please rate:

.1	.2	.3	.4	.5	.6	.7	.8	.9	1.0

Extremely Unlikely	Extremely Likely

7. Requirements of Program

a) course requirements (specify names and number of credit hours)
Attach copy of program if available.

b) foreign/computer languages

c) qualifying examinations (specify type and year taken)

d) research other than dissertation

e) training placements

f) dissertation

g) internship

8. Grading Policies:

9. Average time required to earn a Ph.D.:

10. Current enrollment (for all programs in department):

    a) # of students in Masters Program only ______________

    b) # of students in Ph.D. programs ______________

    c) # of First Year Entering students ______________

11. Does the department have APA approved programs? yes ( ) no ( )
    If so, in what areas?

    If no, please explain:

GRADUATE PROGRAM
(indicate number in each category)

GRADUATE STUDENT CATEGORY	YEAR					
	ONE	TWO	THREE	FOUR	FIVE	TOTAL
Full-time						
Part-time						
Male						
Female						
Caucasian						
Foreign						
Non-Caucasian: •Black/Negro/Afro-American						
•Native-American: American-Indian, Hawaiian, Eskimo, Aleutes						
•Asian-American: Japanese, Chinese, Guamanian, Korean, Filipino, Samoan						
•Spanish Speaking/Spanish Surname: Puerto Rican, Cuban, Chicano/Mexican-American						
Total Non-Caucasian						
Total - Full & Part-time						

12. For the past three years, indicate the number of ethnic minority students:

	1974	1975	1976
a) Applied	__________	__________	__________
b) Accepted	__________	__________	__________
c) Enrolled	__________	__________	__________
d) Voluntary Termination	__________	__________	__________
e) Dismissed	__________	__________	__________
f) Graduated	__________	__________	__________

13. Departmental special efforts toward ethnic/racial minority inclusion. Check all that apply:

1. _____recruitment of minority faculty (specify how this is done below)
2. _____recruitment of minority students (specify how this is done below)
3. _____course modification (specify below)
4. _____flexible admissions criteria (specify below)
5. _____flexible admissions deadlines to recruit minority students
6. _____financial support earmarked for minority students
7. _____minority graduate student input into admissions policies and procedures
8. _____enrichment programs for minority students
9. _____graduate preparation programs for minority undergraduates (specify below)
10. _____none
11. _____other (specify below)

Specifications:

14. a) Does university have an affirmative action program/office? yes ( ) no ( )
Please explain what this program has accomplished:

b) Does department have an affirmative action representative? yes ( ) no ( )
Please explain what this representative/program has accomplished:

15. Are there any courses, special events, lectures, etc. sponsored by the department that relate specifically to ethnic minority concerns? Please be specific:

PSYCHOLOGY DEPARTMENT FACULTY
(indicate number in each category)

FACULTY CATEGORY	STATUS				
	Instructor or Lecturer	Ass't. Prof.	Assoc. Prof.	Professor	Total
Full-time					
Adjunct Full-time					
Part-time					
Adjunct Part-time					
Male					
Female					
Caucasian					
Foreign					
Non-Caucasian: °Black/Negro/Afro-American					
°Native-American: American-Indian, Hawaiian, Eskimo, Aleutes					
°Asian-American: Japanese, Chinese, Guamanian, Korean, Filipino, Samoan					
°Spanish Speaking/Spanish Surname: Puerto Rican, Cuban, Chicano/Mexican-American					
Total Non-Caucasian					
Total - Full & Part-time					

16. Is this an institution you would encourage a minority student to attend? Why or why not?

APPENDIX II

CRITERION REPORT

Process for Screening Applications

1. Individual readers shall score each application received by assigning points to each applicant according to the instructions provided in the "Scoring Sheet for Rating Individual Applications."
2. Individual readers should then select the 35 top applications based on the scores obtained and bring these to the meeting of the geographical area subcommittee.
3. All members of the same geographical area shall caucus at the annual meeting of the Advisory Board with the purpose of selecting the 25 top candidates from each geographical area. Thus, each of the three members of each area subcommittee will enter the caucus with his/her 35 top applicants obtained from his/her individual rating of the applications. However, each area subcommittee shall decide upon no more than 25 applications to be recommended for the consideration of the ethnic subcommittee.
4. Area caucuses should consider financial need as one of the criteria for selection of their 25 candidates.
5. Area caucuses should note that at least one third of their recommended names should be those of entering graduate students.
6. The names selected by each area caucus will then be classified according to ethnic group and submitted to their respective ethnic group subcommittees.
7. All members of the same ethnic group subcommittee shall caucus at the annual meeting of the Advisory Board with the purpose of selecting the top candidates from each ethnic group. Thus, each ethnic group subcommittee shall receive all applications corresponding to their ethnic group as selected by all area caucuses.

8. Ethnic caucuses should use their ethnic communities' special needs as one of the criteria for selecting their top candidates. For example, special needs concerning area of specialization and special needs concerning gender of future psychologists.

9. The names selected by each ethnic group subcommittee shall be given a priority ranking and submitted to the director. It should be understood that the first five candidates ranked by each ethnic group subcommittee reflect the order in which the first fellowships should be awarded. Within these first five names, the rank orders given are seen as representing a true ordinal scale of merit.

   Ethnic subcommittees may choose to rank less than five such names if so desired. Ethnic subcommittees may rank their other candidates by indicating general priority categories if they so desire.

10. The director shall then receive a list of candidates from each ethnic subcommittee ranked according to priority. As indicated in point 9 above, the director shall make every effort to award the first fellowships to those candidates who appear as the top five after this triple screening process.

11. With respect to candidates ranked sixth or higher, the director shall try to follow the priority rankings given by the ethnic subcommittees as closely as possible.

12. The director should consider University cooperation as one of the criteria for awarding fellowships to those candidates other than those ranked as the first five by each ethnic group subcommittee.

SCORING SHEET FOR RATING INDIVIDUAL APPLICATIONS

Each application should be scored by giving points to each of the areas of interest. The maximum number of points to be awarded to each area is indicated below.

AREA	MAXIMUM POINTS
1. Grades	30
2. Essay	42
3. Letters (all 3)	21
4. Publications	4
5. Honors Received	3
TOTAL	100

The individual scales to be applied in assigning points in each area are indicated below.

1. Grades (Maximum: 30)

A. Overall GPA must be at least 2.8, unless extenuating circumstances (e.g., applicant is returning to school after many years) are present.

B. Scale for Overall GPA

3 - If GPA is 2.7 or less with extenuating circumstances. If no extenuating circumstances are present, stop reading application

6 - If GPA is 2.8, 2.9, or 3.0

9 - If GPA is 3.1, 3.2, or 3.3

12 - If GPA is 3.4, 3.5, or 3.6

15 - If GPA is 3.7, 3.8, 3.9, or 4.0

9 - If applicant comes from a school in which grades are given on a Pass/Fail basis.

C. Psychology GPA must be at least 3.0, unless extenuating circumstances are present

D. Scale for Psychology GPA

3 - 2.9 or less with extenuating circumstances. If no extenuating circumstances are present, stop reading application.

6 - If Psychology GPA is 3.0, 3.1, or 3.2

9 - If Psychology GPA is 3.3, 3.4, or 3.5

12 - If Psychology GPA is 3.6, 3.7 or 3.8

15 - If Psychology GPA is 3.9 or 4.0

2. Essay (Maximum:42)

A. There are 6 dimensions to score in the essay, each dimension in its own specific scale.

B. First dimension: Extent to which the essay reflects awareness of psychological issues relating to minority concerns.

POINTS	ANCHOR
0 to 2	None to Poor
3 to 6	Poor to Good
7 and 8	Good and Excellent

C. Second dimension: Extent to which career goals have relevance to minority group concerns.

POINTS	ANCHOR
0 to 2	None to Poor
3 to 6	Fair to Good
7 and 8	Extreme

D. Third dimension: Organization and integration of awareness of minority group issues with career plans (i.e, integration of the first and second dimensions as described above).

POINTS	ANCHOR
0 and 1	None and Poor
2 and 3	Fair and Good
4	Superior

D. Fourth dimension: Extent to which the applicant's paid employment experience shows involvement with his/her ethnic community and/or development of skills.

POINTS	ANCHOR
0 to 2	None to Poor
3 to 5	Some
6	Superior

E. Fifth dimension: Extent to which applicant's voluntary (i.e. non-paid) activities show involvement with his/her ethnic community and/or development of skills.

POINTS	ANCHOR
0 to 2	None to Poor
3 to 5	Some
6 to 8	Superior

F. Sixth dimension: Extent to which applicant's extracurricular activities show involvement with his/her ethnic community and/or development of skills.

POINTS	ANCHOR
0 to 2	None to Poor
3 to 5	Some
6 to 8	Superior

3. Letters of Recommendation (Maximum: 21)

A. There should be at least 3 letters, and each letter should be rated individually.

B.

Scale	Anchor
1 to 3	Letter indicates a potentially serious impairment to scholastic or professional functioning.
4	The usual glowing recommendation
5 to 7	Extremely enthusiastic support, citing evidence of instances of excellence.

4. Publications (Maximum: 4)

A. Rating should be done according to relevance to minority group issues and quality of publication (as can best be judged).

POINTS	ANCHOR
0	None
2	Yes
4	Superior

5. Honors Received (Maximum: 3)

POINTS	ANCHOR
0	None
1 to 2	Minimum relevance to minorities
3	Maximum relevance to minorities

Individual readers should select the top 35 scorers emerging from this rating procedure to bring to the geographical area caucus.

Neither financial need nor schools applied to should be considered at this initial screening stage.

CRITERIA FOR REFUNDING OF PRESENT FELLOWS

Present fellows must meet all three of the following criteria in order to be refunded for the next academic year.

1. Making adequate academic progress?

   Yes No

2. Showing evidence of continued commitment to her/his ethnic group's concerns?

   Yes No

3. Showing evidence of financial need?

   Yes No

The director shall compile information on the above criteria through the site visit reports and through a statement of financial need from the fellow. If any of the above criteria are not met, the director shall refer the case to the Advisory Board at its March meeting. If all of the above criteria are met, the director shall refund the fellow.